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ABSTRACT

One of five parts of the Special Olympics' Sports Skills Instructional Program, the booklet addresses ways to teach swimming and diving to mentally retarded students. Short term objectives of the program encompass warmup, basic swimming and diving skills, safety, and good sportsmanship. The long term goal focuses on acquisition of basic skills, appropriate social behavior, and functional knowledge of safety to enable participation. Following information on clothing, pool preparation and equipment, skills assessment and teaching suggestions are presented for two levels of swimming skills (kicking, front and back crawl, side stroke, breast stroke, front dive, diving approach, advanced front dive, and backward dive. Suggestions are also given on infusing the sport skill to other curriculum areas. (CL)

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# SPECIAL OLYMPICS
# SWIMMING & DIVING

Sports Skills
Instructional Program

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Special Olympics Created and Sponsored by the Joseph P. Kennedy, Jr. Foundation.

*Photo of Eunice Kennedy Shriver by Ken Regan.*

In the Special Olympics program, coaches play a unique and indispensable role. It is they who impart to Special Olympians the sports skill and competitive spirit that define the true athlete.

But, they are far more than teachers. They are role models in the building of character; they assist in the development of the whole person. They give Special Olympians the most immediate awareness of their own worth, their ability, their courage, their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. But the foundation of good coaching is still competence and solid grounding in the fundamentals. Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

This Special Olympics Sports Skills Instructional Program was developed and tested by coaches, teachers and parents—it is written and illustrated so that coaches at every level of experience can improve their skills in working with Special Olympians.

Followed carefully and consistently, the Sports Skill Instructional Program will raise the level of all Special Olympics coaches and give to Special Olympians and their families the gift of pride and accomplishment that comes with doing something well.

Eunice Kennedy Shriver

Eunice Kennedy Shriver

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# INTRODUCTION TO PROGRAM

The Sports Skills Instructional Program is designed for mentally retarded persons who may exhibit any number of associated learning impairments. The program can be administered by the regular physical education teacher, the adapted physical education specialist, the special education teacher, a recreation leader or therapeutic recreation specialist. In addition, the Special Olympics coach, parent and volunteer will find the Sports Skills Instructional Program extremely helpful in preparing Special Olympians for sports skills competition. The Sports Skills Instructional Program is based on the premise that people entering the program have mastered the primary (motor) and perceptual motor skills. They must also possess a sufficient level of fitness to enable them to acquire the skills and knowledge necessary for learning a particular sport skill.

In November of 1975 a legislative landmark, the Education for All Handicapped Children Act (Public Law 94-142), was signed into law. The law guarantees all children the right to a free appropriate public education. As defined in section 121.24 of the law, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, *instruction in physical education*, home instruction, and instruction in hospitals and institutions. The importance of physical education in the total education of a handicapped child is evident in that physical education is the only subject area specifically addressed in the definition of special education. The Sports Skills Instructional Program has been designed to meet and comply with the requirements of Public Law 94-142.

This Instructional Program utilizes goals, short term objectives, task analyzed activities, assessments and teaching suggestions for individualizing and integrating sports skills instructions into other subject areas of the student's curriculum. Each sport has been task analyzed by physical educators and recreators who have had previous success in teaching that particular sport to mentally retarded individuals.

**Field Testing**

During 1979-1981, the Sports Skills Instructional Program was field-tested among public and private schools, residential centers, activity centers and recreational agencies. Over 100 teachers and 2000 students were utilized in the test effort in the states of Arizona, California, New Jersey, New York, North Carolina and Wisconsin. Support for the program was justified by positive reaction and feedback from recreation, physical and special education professionals throughout the country. Collection and analysis of field test data revealed that the Sports Skills Instructional Program provided a systematic instructional process resulting in the development and improvement of sports skills among mentally retarded individuals.

Each sports skill unit complies with the requirements and regulations of Public Law 94-142 and can be written into the student's individualized education program.

**Format of Special Olympics Sports Skills Instructional Program**

The format of each Special Olympics sports skills instructional unit is:

- **Overview**—definition of activity, instruction/rules, equipment/supplies, relevance/appropriateness to student, ease of adaptation, and prerequisite skills.
- **Long Term Goal**—a statement of expected student behavior after the learning experience.
- **Short Term Objectives**—statements of specific student behaviors relative to the goal statement. Generally, the criteria for acceptable performance has been purposely omitted from the behavioral objective. In order to individualize teaching, the teacher/recreator of the sports skill unit should realistically determine the criteria based on the:
  (1) present ability of the student.
  (2) potential ability of the student.
  (3) behavioral limitations of the student.
  (4) behavioral limitations of the environment.
- **Modifications and Adaptations**—equipment, sport rules, and playing area to ensure successful participation by the student.
- **Sports Skills Assessment**—criterion referenced test to determine the student's present level of functioning within a specific sport or skill. Pre-tests and post-tests related to teaching skill, skill sequence and tasks.
- **Teaching Skill**—identifies the skill to be learned.
- **Skill Sequence**—sequenced behavior in which the learner must engage in order to demonstrate acquisition of the skill or knowledge described in the objective. Again, the teacher/recreator should determine the criteria for acceptable performance.
- **Task Analysis**—further analysis of skill into detailed steps which the student must master in order to demonstrate proficiency in that skill.
- **Teaching Suggestions**—suggestions of methods and materials to foster successful mastery of the skill by the student.
- **Infusion Chart**—sports skill in relation to general academic areas such as social studies, reading/language, home economics, arts, physical education, science, math, health, and industrial arts.
- **Student Skill Chart**—chart to mark the student's sports skill performance throughout the program.
- **Terminology and Resources**—glossary of terms, bibliography and resources (printed and audio-visual materials.)

# ORGANIZATION OF TRAINING SESSION

Every Special Olympics program needs professional guidance and supervision, even though most of the training supervision can be and usually is handled by volunteers from many varied sources—teachers, parents, high school and college students, church organizations, civic groups, military organizations, etc. For example, volunteer coaches should be trained by professionals in physical education and sports.

The method and manner by which you conduct your program will in large part determine your success as a teacher/coach. While teaching, approach your students enthusiastically and present the day's lesson in an enjoyable manner. Remember, Special Olympians return the excitement and enthusiasm transmitted to them by you. There are a variety of things you can do as a planner and instructor to create a positive, acceptable human environment to support learning in a group.

## READY TO START

You've attended a Special Olympics Training School and you're ready to teach your students. Four students have received swimming instruction in the past year and the remaining six students are new to your class. In order to determine the swimming ability among your students, administer the Sports Skills Assessment-Level I. The test enables you as the instructor to assess the ability range of your class. High ability level students should be evaluated using the Sports Skills Assessment—Level II.

Once the tests have been administered, individualize each practice so every student works on the skill area in which he/she needs the most improvement. If a Special Olympian shows problems kicking, review the basic steps in performing a correct flutter kick as outlined in this guide. On the other hand, if an athlete scores well on the kicking section, provide instruction in advanced kicking techniques or have the athlete practice a skill that he/she is not as efficient in performing. An alternative for a Special Olympian who excels in various sports skills is to use him/her as a swimming coach.

Plan 5-10 minutes at the beginning of each class to warm up properly. Students should stretch and perform agility exercises as part of their warm up. Each class should offer 25-30 minutes of sports skills instruction. Mark each athlete's progress on the Skill Sheet. Always come to the class prepared. Know what you are going to do and how you are going to do it. Allow for possible modifications or adaptations to the original plan as needed. Finish each class with a fun group or game activity. At the end of the unit, review the Skill Sheets to determine your student's improvement. End the class on a positive note by praising the good things you have seen and giving a group cheer.

## HINTS TO BE A GOOD TEACHER

- RELAX. Attempt to learn the rhythm and style of your class the first day.
- Be flexible. Alter instruction to meet the need of a particular student or group.
- Set realistic goals for each student.
- Don't expect immediate results as far as skill learning—patience, patience and more patience.
- Always plan and understand lesson thoroughly.
- Stand and face students during instruction.
- Participate in activity with students. Stay active.
- Teach by indirection as well as direction; students are great imitators.
- Allow the student plenty of time to become familiar with the skill before teaching another skill.
- Be firm and maintain good discipline.
- Be quick to praise.
- Provide brief and clear instructions.
- Always point out the positive before correcting: "Julie, your stroke looks much better, but try breathing..."
- Use confidence builders. Always attempt to prevent a student from encountering repeated failures.

## HINTS FOR ORGANIZING A GOOD CLASS

- Use the pool area to your best advantage.
- Organize stations by ability. Color code ability groups (i.e., Green—Beginner; Blue—Rookie, etc.) No one should be standing around while you arrange things. Keep everyone busy!
- Keep students informed of changes in schedule or activities.
- Introduce students to one another and orient them to the instructional setting.
- Demonstrate the sport skill whenever and as frequently as possible.
- Keep the fun in fundamentals. Use a game approach.
- Devote a part of each class period to group activity.
- If activity is going well, it is often useful to stop activity while interest is high.

## SPORTS SKILLS INSTRUCTIONAL PROGRAM FOR MULTI-HANDICAPPED INDIVIDUALS

**The Special Olympics Sports Skills Instructional Program applies to all Special Olympics participants including those who are multi-handicapped. Special Olympics has an objective of offering meaningful opportunities and competition to multi-handicapped individuals, regardless of the severity of their handicaps. Various adaptations and modifications of the Special Olympics Sports Skills Instructional Program should be made based upon the needs of the participants. See modifications/adaptations section of this guide.**

# SWIMMING/DIVING

The Swimming/Diving unit can best be utilized as a guide to beginning swimming and water safety. Through swimming and/or diving the student will enhance total body development, awareness coordination and increase his/her general level of fitness. Skills in basic swimming strokes and water safety, as well as general rules of swimming, will comprise the unit. Beginning dives will also be included in this unit.

Safety is of major importance in swimming and diving. Spotting techniques and skill progression, as well as safety standards, have been cited in this unit so as to offer the student high quality instruction but also adequate safety while participating in swimming and diving.

Swimming is the most popular of all aquatic sports. It is not only an excellent form of exercise and recreation but also a survival skill as well. It is essential when teaching swimming to gain the confidence of the student right away and to allow the student plenty of opportunity to become comfortable and relaxed in the water.

Diving is an individual sport in which individuals are judged on their performance. Courage, determination and will power are of vital importance in guiding the diver to a successful performance. There is not a more satisfying feeling than executing a graceful and precise dive.

With proper instruction and practice a student can learn and enjoy swimming and diving skills throughout his/her life. There are unlimited opportunities for individuals to enjoy aquatics competitively or just for fun and recreation.

# GOAL/OBJECTIVES/BENEFITS

1

**LONG TERM GOAL**

The student will acquire basic fundamental skills, appropriate social behavior, and functional knowledge of safety to enable him/her to successfully participate in swimming and diving.

2

**SHORT TERM OBJECTIVES**

1.0 Given demonstration and practice the student will properly warm up before participating in swimming and diving.

2.0 Given demonstration and practice the student will execute the necessary skills to perform Level I swimming and diving skills.

3.0 Given demonstration and practice the student will execute the necessary skills to perform Level II swimming and diving skills.

4.0 Given rules, demonstration and practice the student will execute the necessary skills to participate in swimming and diving activities safely.

5.0 While participating in swimming and diving the student will exhibit good sportsmanship with teammates and opponents at all times.

3

**BENEFITS**

- Swimming and diving improve physical fitness and psychomotor performance.
- Swimming and diving enhance psychological and social development.
- Swimming and diving abilities are integral to enjoyable participation in a variety of leisure and lifetime activities.
- Swimming and diving instruction enhances the safety of an individual as he/she engages in aquatic activities.

# CLOTHING/POOL PREPARATION

## CLOTHING

Clothing must be suited to the activities involved. Few sports require less equipment than swimming. Although equipment such as goggles and caps are available, a Special Olympian only needs a swim suit to participate.

### Suits

A Special Olympian's swim suit should be anything that closely resembles his/her skin in its fit and feel. For males, any brief swim suit made of smooth, quick-drying fabric such as nylon is fine. Gym shorts with waistbands that fit snugly around the waist can be substituted.

A one-piece or tank suit is recommended for females. The suit should be close fitting and cut so as not to hinder the student's movements, but it should be substantial enough to stay on her body as she exercises.

### Cap

A plain white tight-fitting stretch swimmer's cap is recommended. Besides keeping the swimmer's hair dry, the cap also reduces water drag and resistance.

### Goggles

Swim goggles and masks may be desired by students who do considerable underwater swimming. There must be careful adherence to safety in the use of this equipment.

### Nose Clips

Nose clips are helpful to those students who have difficulty in controlling their breathing or who have sinus problems. Such clips should be used only when necessary.

### TEACHING SUGGESTIONS

- **Discuss the types of clothes to be worn when swimming.**
- **Discuss the importance of wearing properly fitted clothing.**
- **Point out the advantages and disadvantages in various types of clothes which can be worn.**
- **Show pictures of clothes which are appropriate for swimming.**

## POOL PREPARATION

Before swimming, the area should always be cleared and in a safe condition. Swimming aids and all other pool equipment should be in a designated place. No equipment or articles should be left lying on the deck area.

Debris and foreign objects should be cleared before and during a training session to prevent possible injury.

Although most Special Olympians do not require special facilities for swimming, some modifications and adaptations may be necessary for safety or other reasons. Considerations when planning a swimming training session should include:

Architectural barriers within and around the pool
Decks
Water depth and condition
Water and air temperature
Ladder, steps, stairs and ramps
Lighting
Dressing rooms

You must always be ready to make adaptations and modifications in both your program and facility if necessary. Remember it is always better to adapt the program to the facility than to not offer any swimming instruction and training at all.

### TEACHING SUGGESTIONS

- **Discuss and point out what objects are to be removed from the swimming area.**
- **Walk student around the pool pointing out debris.**
- **Have student prepare the pool by removing debris and placing equipment in the designated place.**
- **Discuss the official boundaries of the pool area with the student.**
- **Take the student to the pool area and demonstrate how to establish the boundaries (life lines).**
- **Assist the the student in marking off the pool area.**

## EQUIPMENT

### Stopwatches

Stopwatches with a second and minute hand are needed for all swimming events. Most stop watches are equipped with a top green button for start, a red button for stop, and a black button to reset.

### Starting Pistol

If available, a starting pistol should be used during training sessions. Special Olympians should be exposed to the gun prior to participating in a competitive event. Suitable replacements for the gun are a bell, clap board, whistle or verbal start.

### Swim Aids

The use of flotation devices and kickboards present a more effective environment for students to learn swimming and correct body position. Devices such as water wings, buoyant belts and inflatable arm supports help students maintain correct body position.

### Safety Equipment

Every pool should have adequate safety and rescue equipment available. The equipment should include ring buoys, "Shepherds Crook," reaching pole, personal flotation devices, lifeguard stand, and lifelines to mark off restricted areas.

## TEACHING SUGGESTIONS

- **Name each piece of equipment as you show it and give the use for each.**
- **Display safety equipment and have student name each piece.**
- **Display a variety of equipment and have the student select the equipment used for swimming instruction.**

## TIPS FOR TIMERS

- **Check to see if your watch is functioning properly and become familiar with the watch's operational pattern.**
- **Always carry the watch on a lanyard which is around your neck.**
- **Clear and check your watch upon the command of the starter.**
- **Reduce any slack in the starting knob with slight pressure of the index finger before the start of the race.**
- **Start the watch with the index finger instantly by looking at the starter's gun and start at the instant of the flash or smoke.**
  a. **Be directly over the lane when preparing for the finish of the race.**
  b. **Be careful not to anticipate the finish but stop the watch when the swimmer touches the end of the pool.**
- **Watch reading—Unless all manual times are by use of digital hand-held watch/timers, the times shall be recorded by tenths with any time reading in hundredths being recorded to the next slower tenth.**

**Important Telephone Numbers**

**Physician** _____
**Ambulance Service** _____
**Hospital** _____
**Police, fire, and/or rescue unit** _____
**Pool supervisor** _____
**Utility Companies** _____

# SPORTS SKILLS ASSESSMENT—LEVEL I SWIMMING

**Instructions**

The Sports Skills Assessment is designed to determine the student's present level of functioning within a specific skill or sport and to determine the student's progress through training.

In administering the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there are any questions as to the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, add up the total number of boxes and indicate the student's present level of ability (i.e., Beginner, Rookie, Winner etc.). If the student is performing at a higher skill level than measured in the Skills Assessment —Level I, re-evaluate the student utilizing Skills Assessment —Level II.

**Skill Assessment— Level I**

**Scoring Level**— indicates the student's level of achievement

0-10 BEGINNER
11-20 ROOKIE
21-30 WINNER

Test Item #1 **Water Adjustments**

- ☐ Sits on the edge of the pool and kicks.
- ☐ Walks across the pool holding onto the side with one hand.
- ☐ Walks across the pool alone.
- ☐ Puts face in water.
- ☐ Exhales through nose and mouth in a relaxed and rhythmical manner (bobbing)

Test Item #2 **Water Entry**

- ☐ Enters pool using stairs with assistance.
- ☐ Enters pool using stairs without assistance.
- ☐ Slides into pool from pool edge.
- ☐ Jumps into shallow end.
- ☐ Jumps into deep end.

Test Item #3 **Prone Float**

- ☐ Attempts to float on stomach.
- ☐ Floats on stomach with assistance (buoyancy belt).
- ☐ Performs a prone float for 5 seconds.
- ☐ Performs a prone float and recovers to standing position.
- ☐ Performs a prone glide with a flutter kick.

Test Item #4 **Back Float**

- ☐ Attempts to float on back.
- ☐ Floats on back with assistance (buoyancy belt).
- ☐ Performs a back float for 5 seconds.
- ☐ Performs a back float and recovers to a standing position.
- ☐ Performs a back glide.
- ☐ Performs a back glide with a flutter kick.

Test Item #5 **Kicking**

- ☐ Kicks legs with instructor's assistance.
- ☐ Kicks legs using a bilateral movement while holding onto pool gutter/side.
- ☐ Propels kickboard using the flutter kick with instructor's assistance.
- ☐ Propels kickboard independently.

Test Item #6 **Water Safety**

- ☐ Identifies swimming boundaries.
- ☐ Understands and identifies pool safety rules.
- ☐ Bobs in neck-deep water.
- ☐ Demonstrates a vertical float in deep water for 2 minutes.
- ☐ Demonstrates sculling arm action 5 strokes in neck-deep water.

_____ TOTAL SCORE

13

## 1.0 Given demonstration and practice the student will successfully execute the necessary skills to participate in swimming.

### WATER ADJUSTMENT

**1. Sit on the edge of the pool without resistance 4 out of 5 times.**

**TASK ANALYSIS**

a. Walk around and familiarize oneself with pool area.
b. Stand near pool.
c. Sit near pool with instructor.
d. Sit on the edge of the pool.

**2. Sit on the edge of the pool and kick for 15 seconds.**

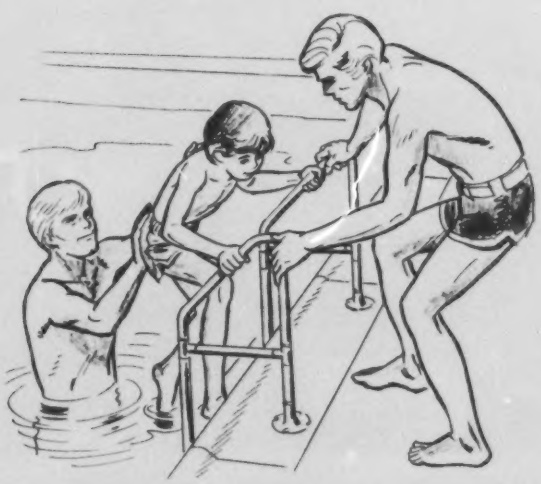
**TASK ANALYSIS**

a. Sit on the edge of the pool.
b. Wash hands, arms, feet, face, shoulders and neck.
c. Move one foot up and down.
d. Move other foot up and down.

**3. Enter the water via the ladder.**

**TASK ANALYSIS**

a. Face toward the wall of the pool.
b. Grip the appropriate ladder rungs with both hands.
c. Place feet on the first step.
d. Continue down one step at a time until both feet are on the bottom.



**TEACHING SUGGESTIONS**

- **Do not spend too much time on these strategies for they are preliminary strategies as a means to adjust the students to the water and overcome their fears associated with the water.**

- **Splash—Student splashes or kicks water while sitting on the side of the pool. The object of this game is to overcome the fear of the water by trying to get the instructor wet. In doing so, the students get themselves wet.**

- **Physically assist the student as he/she steps down the ladder. Stand in the pool facing the ladder and guide the student's feet one step at a time.**

**4. Walk across the pool holding onto the side with one hand 4 out of 5 times.**

### TASK ANALYSIS

a. Enter pool.
b. Stand next to and face pool wall.
c. Place both hands on wall.
d. Side step the width of the pool.
e. Release one hand and sidestep the width of the pool with support of one hand.
f. Stand with back to pool wall.
g. Hold onto pool wall with one hand (outside hand) and walk from corner to corner in the shallow end.

### TEACHING SUGGESTIONS

- **Scatter a large quantity of toys (i.e., balloons, plastic bottles, sponges, etc.) in pool requiring the student to move the toys out of his/her way in order to move about the pool with or without assistance.**

**5. Walk across the pool alone 4 out of 5 times.**

### TASK ANALYSIS

a. Enter pool.
b. Stand with back to pool wall.
c. Walk from corner to corner in the shallow end.
d. Walk across the pool in shoulder-deep water.

### TEACHING SUGGESTIONS

- **Place hula hoop on top of the water and have students go under the hoop. Once this is accomplished lower the hoop into the water so the students have to go under the water to get through the hoop.**
- **Have student count your fingers or his/her own while he/she is submerged under the water and his/her face is above the water. Once this is accomplished, student should learn how to open eyes under water and then count fingers.**
- **Have students search for objects under water, such as rings or large washers. Hands must be used to retrieve objects.**

### DRILL

**Walking Race**

All students are lined up against the wall in shallow water. On a "start" signal, they walk across the pool to the other side. The first to arrive is the winner. The game may be varied by floating hula hoops midway, with each player required to go through them, or by varying the manner in which players are told to move (walk, hop, skip, jump, etc.). It may also be varied by giving each student a plastic spoon and a table tennis ball, and letting the person push the ball with the spoon as he or she walks.

**Obstacle Course**

An obstacle course may be set up in the pool by utilizing various kinds of equipment. "Running" the obstacle course is fun and helps reinforce basic movement concepts.

The course could include—
- A post, or an upright, to go around
- A hoop, or snapwall block, to go through
- Two ropes—one to go under, one to go over
- Several hoops or snapwall blocks, to go in and out of

# WATER ENTRY—LEVEL I

## WATER ENTRY

**1. Enter the water using the ladder 100% of the time.**

### TASK ANALYSIS

a. Face toward the wall of the pool.
b. Grip on top of the ladder with thumbs on the inside and fingers on the outside of the ladder railing.
c. Place feet on the first step.
d. Continue down the ladder one step at a time until both feet are on the bottom.

### TEACHING SUGGESTIONS

- **Place tape on the ladder to indicate proper place for each hand: red for one hand, green for the other.**
- **Stand in front of the student giving verbal cues to insure proper hand position. Have second instructor insure proper foot position while standing behind the student in the water, giving support to the student as needed.**

**2. Slide into the water 4 out of 5 times.**

### TASK ANALYSIS

a. Sit on the side of the pool with hands, palms down, on the deck and feet in the water.
b. Rotate body (180 degrees) so that your chest is on the deck.
c. Face the side of the pool with feet remaining in the water, arms and chest supporting the body.

### TEACHING SUGGESTIONS

- **Stand behind student and grasp him/her underneath his/her armpits. Manipulate body so that he/she is crouching next to the pool and facing the water. Place the student's bottom on the edge of pool, feet in the water, and palms facing down.**
- **Model the action of sitting on the pool deck, placing feet in the water and palms down on the deck.**
- **Stand in front of student in the water (or behind on deck), and assist the student through the skill.**
- **Place two tape marks, shoulder distance apart on the deck edge. Sit the student down several centimeters to the side of tape markings (opposite student's dominant side). Once seated, have student reach with dominant hand across body and onto far tape mark. Head and shoulders will turn with arm placement.**
- **When body is firmly placed on the deck edge and upper body rotated, student will turn (roll) his/her hips, legs and feet so that the entire body position is dependent upon strength (stronger arms support one side; weaker arms and chest support one side).**
- **Stand behind the student and "gently" assist him/her into the water. A second instructor should be in the water to assist (if possible). Use of a kickboard, by the student, is recommended when a second instructor is not available. The purpose of the kickboard is to balance and/or support the individual and to prevent the body from totally immersing in the water.**

### TASK ANALYSIS

d. Slide into the pool using hands and arms to push body into water.

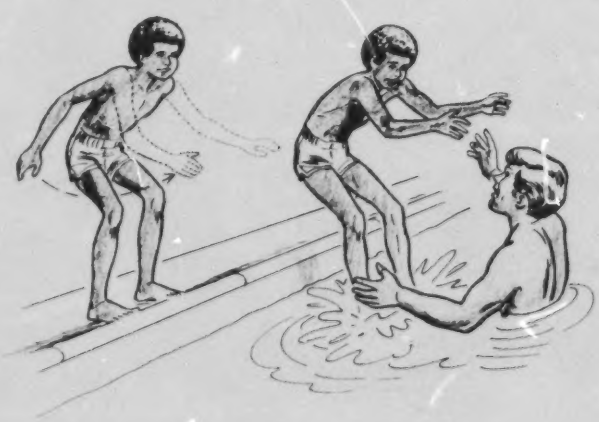
### TEACHING SUGGESTIONS

- **Stand in front of the student in the water and encourage student to push buttocks off the wall and slide feet first into the water. Assist by allowing the student to hold onto your shoulders for support or be guided into the water by holding onto his/her waist.**
- **Stand in front of the student in the water and encourage the student to push buttocks off the wall and slide into water (feet first) without assistance.**

**3. Jump into shallow water on command 3 out of 5 times.**

### TASK ANALYSIS

a. Squat facing the water with toes curling over the edge of pool deck.
b. Grip the edge next to each respective foot.
c. Make sure pool area is clear before jumping.
d. Straighten legs and jump into pool (assistance may be provided).
e. Jump into the pool from standing position.
f. Progress to jumping into deep water (chest-level).



### TEACHING SUGGESTIONS

- **Place a plastic bottle or another buoyant object in the water 2/3 meter from the side of the pool. Instruct the student to jump over the bottle.**
- **Have student squat with toes curled over the edge of the pool facing the water and perform the "leap frog" into your arms. (Once learned with assistance, student should perform the identical skill without assistance while you stand in front of the student in the water.)**
- **Have student flex knees, swing arms back and forth and then jump forward. Jump should occur when arms are in front of the body. Stand in front of student and encourage the student to jump.**
- **On land or pool deck, have student stand with his/her knees bent and his/her arms back. Swing his/her arms up so that student's body is in vertical alignment.**
- **Have student stand on edge of pool in a position to jump. Hold a rescue pole about 1 meter in front of student and 30cm above his/her head. Have student swing arms and reach for the pole.**

## 2.0 Given demonstration and practice the student will perform warm up exercises in the water prior to swimming and diving.

### WATER EXERCISES

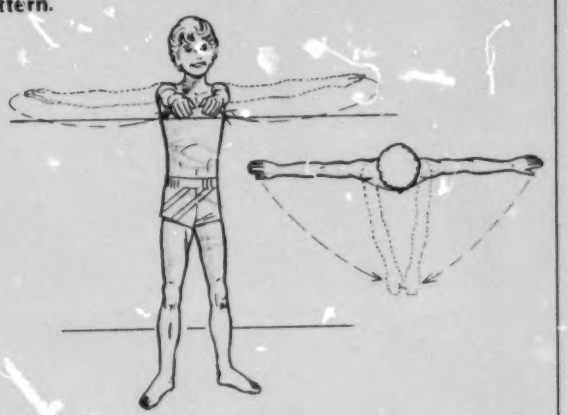
**1. Perform a sideways/forward arm pattern in the water.**

#### TASK ANALYSIS

a. Stand in chest-deep water.
b. Hold arms out to the side along water surface.
c. Move arms forward and together, keeping arms under the water.
d. Return arms back to the side
e. Repeat exercise 4 times.

### TEACHING SUGGESTIONS

- **Demonstrate all water exercises in the water. Hold student's arms and show the student the correct arm pattern.**



**2. Perform down/up arm pattern in the water.**

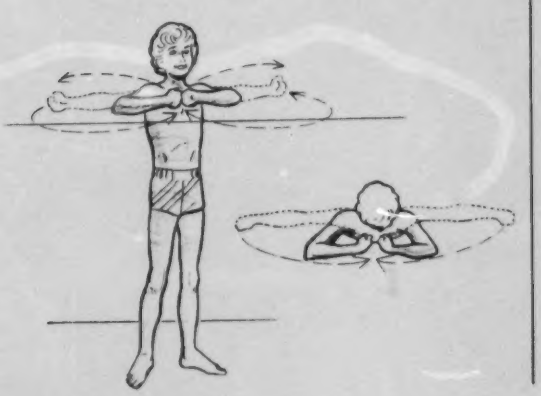
#### TASK ANALYSIS

a. Stand in chest-deep water.
b. Lift one arm straight up in the air while reaching straight down with the opposite arm.
c. Twist body right, then left.
d. Repeat exercise 4 times to each side.

**3. Flex forearms out and in while in the water.**

#### TASK ANALYSIS

a. Stand in chest-deep water.
b. Hold arms out to the side with fists clenched
c. Flex forearms bringing arms in to chest touching fists together.
d. Return to starting position.
e. Repeat exercise 4 times.



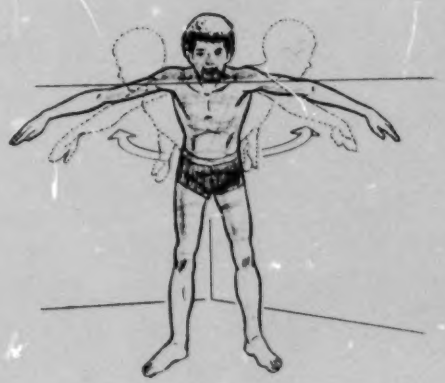
**4. Perform a twisting exercise while in the water.**

**TASK ANALYSIS**

a. Stand in chest-deep water.
b. Hold arms out to the side and under the water.
c. Twist body right, then left.
d. Repeat exercise 4 times to each side.

**TEACHING SUGGESSIONS**

- **Demonstrate water exercises. Physically review exercise with the student.**



**5. Perform a stretching exercise while in the water.**

**TASK ANALYSIS**

a. Stand in chest-deep water.
b. Lift one arm straight up in the air while reaching straight down with the opposite arm.
c. Look up to raised hand.
d. Repeat exercise 4 times, alternating arms.

**6. Perform knee lifts in the water.**

**TASK ANALYSIS**

a. Stand in chest-deep water.
b. Jump upward; pull knees up to chest.
c. Return to standing position.
d. Repeat exercise 4 times.

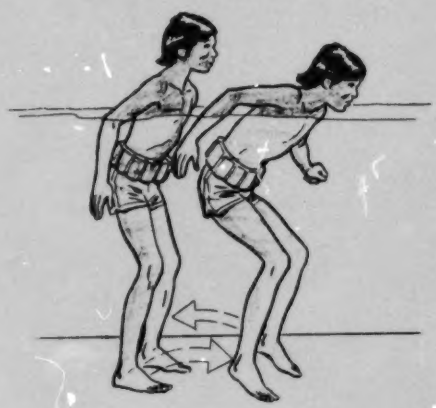
**7. Perform a hopping exercise in the water.**

### TASK ANALYSIS

a. Stand in chest-deep water.
b. Hop forward on both feet.
c. Hop backward on both feet.
d. Repeat exercise 4 times.
e. Add hopping to the left and right and hopping on alternating legs.

### TEACHING SUGGESTIONS

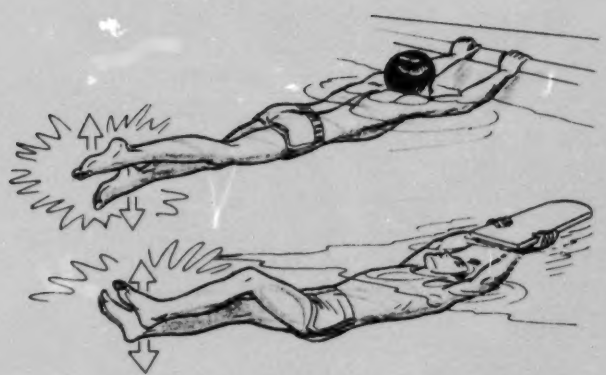
**•Student may need physical assistance. Have student use a buoyancy belt as a swimming aid.**



**8. Perform a kicking warm up exercise for 10 low kicks.**

### TASK ANALYSIS

a. Assume a prone float position.
b. Extend arms holding on to a kickboard or pool edge.
c. Kick using a flutter kick.
d. Turn over to back float position.
e. Extend arms holding on to a kickboard or pool edge. Kick using a flutter kick.



# PRONE FLOAT—LEVEL I

## PRONE FLOAT

**1. Demonstrate a prone float for 5 seconds.**

### TASK ANALYSIS

a. Squat down with back straight.
b. Submerge shoulders in water.
c. Extend arms in front.
d. Lean forward slowly with a gentle push off the floor with the feet.
e. Extend legs out behind.
f. Inhale and hold breath; maintain a prone position motionless on top of the water.

### TEACHING SUGGESTIONS

- **Have student positioned in prone float with your hand on his chin. As student bends his/her knees and pushes down with arms, raise the student's head.**

- **Have student hold onto edge of pool, arms straight. Hold him/her at waist, lift legs up from bottom and hold them straight. Gradually reduce physical prompting and have the student let go of pool side.**
- **Hold student under the chest so that he/she is in a prone float position with feet flat against the side of the pool. The student's arms should be straight. Bend his/her knees and have the student push off from the side of the pool.**

- **Position student on a rescue board with arms and legs extended. Student can use two kickboards: one under arms, one under thighs. Gradually remove the boards.**
- **Place a belt around the student's waist and have him/her extend arms and legs in the water.**
- **With student standing in waist-deep water place one hand at eyebrow level and place face into the water up to that point. Fix the head in the right position and be careful not to place the head at an exaggerated angle. Place a visor or a piece of tape across head at level of eyebrow to control head position.**

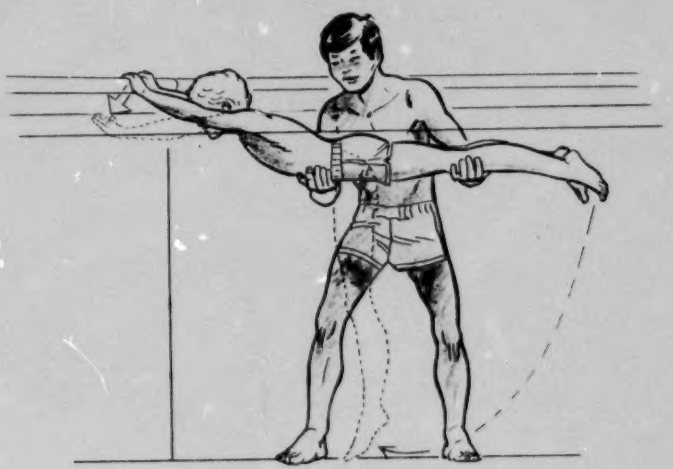
**2. Return to the standing position from the prone position 3 out of 5 times.**

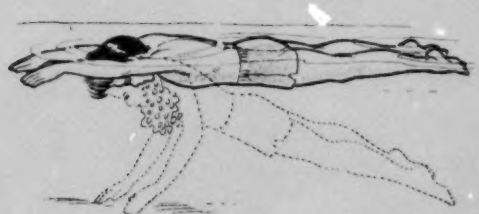
### TASK ANALYSIS

a. Bend and pull knees to the chest.
b. Press the water down with the hands.
c. Lift the head.
d. Exhale and return to standing position.

### TEACHING SUGGESTIONS

- **Have student lie on his/her stomach on the deck. Position his/her arms and legs in the correct manner for the prone float.**





### DRILLS

**Motionless Floating**— Assume a face float position—extend arms over head, hold breath, blow out all the air in one's lungs through the nose in a steady stream and try to sink to the bottom of the pool. Usually the student slides down and back toward his feet. Lie flat on the bottom (face down) for a moment, place one or both feet on the bottom (or simply both hands), and spring to the surface.

**Log Drill**— Mark off spaces at opposite ends of the pool for two goals. One player, the *log*, floats on his back in the center of the pool midway between the two goals. The other players (5 to 20) swim in a circle around the *log* who without warning suddenly rolls over and chases them. Players try to reach one of the goals without being tagged by the *log*; those caught must join the *log* and float in the center with the first *log*. The last player caught becomes the first *log* for the next game.

# BACK FLOAT—LEVEL I

## BACK FLOAT

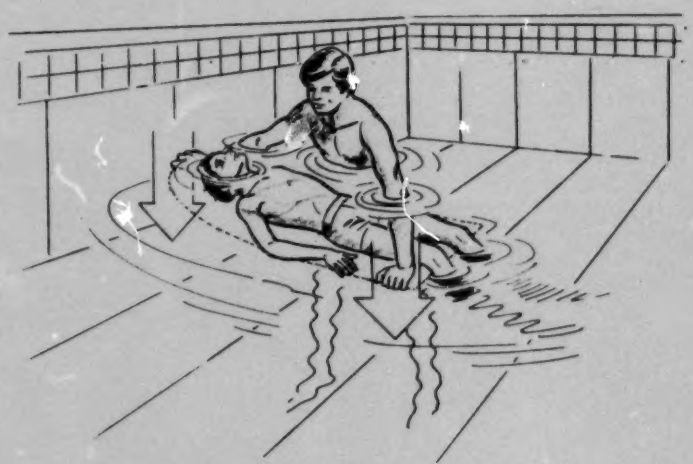
**1. Perform the back float using the pool wall for 5 seconds.**

### TASK ANALYSIS

a. Hold wall with both hands.
b. Place feet on wall, knees against chest, bottom swung under towards wall.
c. Submerge shoulders in water.
d. Look at sky or ceiling with ears in water.
e. Keep nose and chin up.
f. Let go of wall and slowly straighten out. (Do not push off.)
g. Attempt to make body resemble the letter Y.

### TEACHING SUGGESTIONS

- **Stand next to student. Adjust hips and stomach by pushing up under the hips and back.**
- **Have student lie face up on flutter or rescue board. Force shoulders under water by pushing down on board. Remove board and have student hold position.**



**2. Perform the back float for 5 seconds.**

### TASK ANALYSIS

a. Squat down with one foot placed behind the other.
b. Submerge shoulders in the water.
c. Place head back in water, ears submerged, eyes open.
d. Place arms out from body at 45 degree angle.
e. Push backwards off the floor slowly, arching back gently.
f. Inhale and hold breath.
g. Slide arms slowly up side until they are above one's head. (Never allow arms to come out of the water.)
h. Float motionless.

### TEACHING SUGGESTIONS

- **Have student bend knees and put feet on the bottom with shoulders in water and head back. Hold onto student's head by placing hands on his/her ears. Have student push off with feet, then straighten legs. As student pushes off, pull his/her body forward in water, straightening student's body for floating.**
- **Place buoyancy belt around student's waist. Stand behind student and bend student's knees, put his/her feet on bottom, and put his/her shoulders in water. Have student push off bottom, with feet, then straighten his/her legs. Stabilize student's floating position by holding his/her head.**
- **Have student stand in waist-deep water and lean back. Place hands on each side of the student's face, over the ears. Pull student's head back and position head correctly in water so that water touches his/her ears. Try to have the student watch the ceiling.**

**3. Resume the standing position from the back float.**

## TASK ANALYSIS

a. Bend and pull knees toward the chest.
b. Drop arms below body level in the water and quickly scoop the hands forward.
c. Drop chin to the chest.
d. Return to a standing position.

## TEACHING SUGGESTIONS

- **Have student lie on his/her back. Place one hand under his/her shoulder blades. Have student tuck his/her legs and lift his/her arms up (in a circular motion) and look at the wall as he/she raises his/her head. This movement can be described as "sitting up in bed". As the student is moving, assist by pushing up on the shoulder blades.**
- **To practice the arm movement, have students stand on the deck and make large backward circles with their arms behind their bodies. Let the arms reach backward and then scoop them forward with palms up.**

## DRILLS

**Pendulum**—Float on back with arms extended over head; swing feet slowly downward; when the feet are down (vertical), swing the arms forward and allow the feet to continue backward and upward until floating face down. Reverse the procedure and

# KICKING—LEVEL I

## KICKING

**1. Utilize a bilateral movement of the legs in the prone position.**

### TASK ANALYSIS

a. Hold onto wall or similar stationary support in prone position.
b. Bend knees, keeping legs together.
c. Straighten legs, applying force to starting position.
d. Repeat kicking action several times with ankles separated further each time.
e. Repeat kicking action, rotating ankles outward.
f. Hold onto a kickboard or similar floating object with arms extended in front of body and repeat kicking action.
g. Extend arms for balance and repeat kicking action without support.

### TEACHING SUGGESTIONS

- **Have the student hold onto the edge of the pool in front float position. Hold the student's ankles and position them so that the toes are pointed slightly inward. Move his/her extended ankles up and down while toes are pointed inward. Gradually eliminate assistance.**
- **Have the student hold onto a flutter board (hands on either side at the bottom) and flutter kick in the correct manner. Stabilize the flutter board or pull the student through the water as he/she kicks, if necessary.**

**2. Utilize a bilateral movement of the legs in the back position.**

### TASK ANALYSIS

a. Stand with back to wall.
b. Squat to shoulder level in water.
c. Look at palms and reach over shoulders and grasp pool wall.
d. Submerge head and ears for optimal head position.
e. Keep legs together and submerged in the water.
f. Bend knees, dropping heels down under body level.
g. Straighten legs; apply force to starting position.
h. Repeat kicking action several times, rotating ankles outward and pressing legs together to starting position.
i. Repeat kicking action, holding onto a kickboard or similar floating object with arms extended in front of body.
j. Extend arms for balance and repeat kicking action without support.

### TEACHING SUGGESTIONS

- **Have student positioned in a back float. Take the student's lower legs and move them so that the toes just break the water surface. Eliminate the assistance when student is ready.**
- **Place the student on a flutter board for correct body placement. Remove the flutter board gradually so student floats independently.**
- **Have the student positioned in a back float. Hold a flutter board (foam) on the water surface above his/her feet. Tell the student to touch the board with his/her toes.**
- **Have the student hold onto the edge of the pool in waist-deep water. Hold onto the student's legs and guide him/her through the leg movement, moving his/her legs up and down alternately. Gradually reduce physical assistance until none is necessary.**

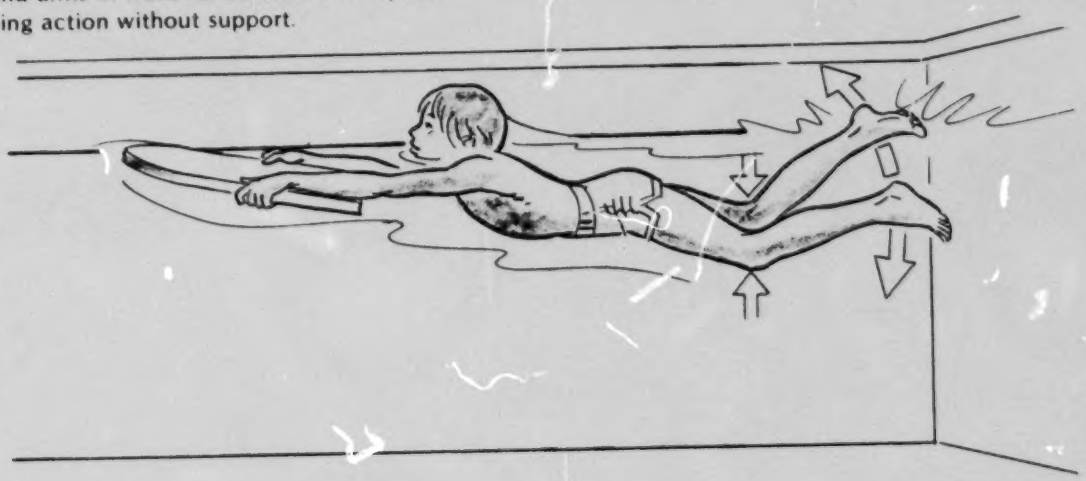
**3. Utilize an alternating movement of the legs in the prone position for 10 meters.**

### TASK ANALYSIS

a. Hold onto wall or similar stationary support.
b. Roll hips or buttocks one at a time in an alternative pattern.
c. Keep legs relaxed, knees and ankles flexible.
d. Press water down with the top of the foot and up with the sole of the foot.
e. Repeat kicking action, holding onto a kickboard with arms extended in front of body.
f. Extend arms in front for balance and repeat kicking action without support.

### TEACHING SUGGESTIONS

- **In the pool, assist the students legs in a kicking motion. Repeat this often, as it is a difficult concept. Gradually eliminate assistance.**
- **Have the student hold onto the flutter board. Have the student practice kicking with knees correctly. Stabilize the flutter board or pull the student as he/she is kicking if necessary.**



**4. Use an alternating movement of the legs in the back position 10 meters.**

### TASK ANALYSIS

a. Hold onto the wall or a similar stationary support.
b. Roll hips or buttocks one at a time in an alternating pattern.
c. Keep legs relaxed, knees and ankles flexible.
d. Press water down with the sole of the foot and push water up with the top of the foot using the force of the lower leg.

### TEACHING SUGGESTIONS

- **Let the student use a flutter board independently for 10 meters.**
- **Have the student lean back. Place both hands over the student's ears, grasping head, and pull the student forward until his/her body is level. Gradually release hands allowing the student to float independently.**
- **Have the student in a back float position. Grasp the student's lower legs. Move and adjust the legs so that the knees are straight or slightly bent during any phase of the kick.**
- **Have the student wear a buoyancy belt and assume a back float position. Hold the student's ankles and move his/her legs up and down in an alternating pattern.**

# KICKING—LEVEL I

## TASK ANALYSIS

e. Repeat kicking action several times, holding onto the kickboard or similar floating object with arms extended in front of the body.

f. Extend arms for balance and repeat kicking action without support.

## TEACHING SUGGESTIONS

- **If the student is having difficulty moving his/her legs, have the student walk backwards in the water. This is the same basic leg movement as kicking.**
- **Have the student lie in a back float position. Hold onto the student's head by placing one's hands over his/her ears. As the student kicks, pull him/her through the water for 10 meters. Tell the student this is how far he/she has to go. Then have the student flutter kick 10 meters on his/her own.**

## DRILLS

**Kickboard Race**—Give a kickboard to each swimmer or to each team. Each player or the first member of each team kicks to the goal or to the second player who kicks back continuing in this manner until all have had turns. The individual or team that finishes first wins.

**Forward/Reverse Flutter**—Swim forward with flutter kicks aided by hand sculling. This may be done on

# SPORTS SKILLS ASSESSMENT—LEVEL II SWIMMING

**Instructions**

The Sports Skills Assessment—Level II is designed for high skill level students. The test determines the student's present level of functioning within a specific skill or sport and shows his/her progress through training.

In administering the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, add up the total number of boxes, add 30 and indicate the student's present level of ability (i.e., Star, Super Champ, Superstar, etc.) If the student is performing at a lower skill level than measured in the Skills Assessment-Level II, re-evaluate the student utilizing Skills Assessment-Level I.

**Skill Assessment—Level Two**

**Scoring Level** —indicates the student's level of achievement.

31-40 STAR
41-50 SUPER CHAMP
51-60 SUPERSTAR

Test Item 1 **Front Crawl**

- ☐ Makes an attempt to swim on front.
- ☐ Performs front crawl stroke in waist-deep water.
- ☐ Performs front crawl stroke using flutter kick a distance of 10 meters.
- ☐ Performs front crawl stroke with periodic breathing for a distance of 10 meters.
- ☐ Performs coordinated front crawl stroke with rhythmic breathing a distance of 25 meters.

Test Item 2 **Back Crawl**

- ☐ Makes an attempt to swim on back.
- ☐ Performs back crawl stroke in waist-deep water.
- ☐ Performs back crawl using a flutter kick a distance of 10 meters.
- ☐ Performs coordinated back crawl stroke a distance of 25 meters.

Test Item 3 **Side Stroke**

- ☐ Demonstrates a scissors kick while holding onto a kickboard.
- ☐ Performs side stroke kick in waist-deep water.
- ☐ Performs side stroke using a scissors kick a distance of 10 meters.
- ☐ Performs side stroke with rhythmic breathing for a distance of 25 meters.

Test Item 4 **Breast Stroke**

- ☐ Demonstrates wedge kick while holding onto a kickboard.
- ☐ Performs breast stroke in waist-deep water.
- ☐ Performs breast stroke using a wedge kick a distance of 10 meters.
- ☐ Performs breast stroke with periodic breathing for a distance of 10 meters.
- ☐ Performs coordinated breast stroke with rhythmic breathing a distance of 25 meters.

Test Item 5 **Water Safety**

- ☐ Follows safety rules and standards while swimming.
- ☐ Performs sculling action with one arm and other arm holding onto pool edge.
- ☐ Performs sculling action with arms.
- ☐ Treads water for 1 minute.
- ☐ Performs survival float in deep water for 1-1/2 minutes.

_____ TOTAL SCORE

## 3.0 Given demonstration and practice the student will execute the necessary skills to perform level two swimming skills.

### KICKING

**1. Demonstrate a wedge kick in a back float position.**

**TASK ANALYSIS**

a. Assume a back float position in waist-deep water by grasping the pool edge, flotation device or free float.
b. Place head back with eyes looking at the ceiling/sky and ears in water.
c. Keep body and legs in alignment in the water.
d. Drop heels toward buttocks until under knees.
e. Keep thighs aligned with torso and knees slightly separated and below the surface.
f. Rotate feet, pointing toes to the side.
g. Keep knees close together.
h. Straighten and squeeze knees and lower legs forcefully as legs return to starting position and glide.
i. Keep legs under water during kick.
j. Perform smooth coordinated wedge kick.

**TEACHING SUGGESTIONS**

- **Have student assume back float position. Assist student by providing support, if needed, to maintain buoyancy, or stand behind student and support upper torso. Gradually eliminate assistance.**
- **Demonstrate the back float with head back and eyes on ceiling, ears in water, body and legs aligned under water.**
- **Demonstrate the wedge kick in a back float position. Emphasize that the heels drop until lower leg is vertical to water surface, thighs aligned with torso and knees slightly apart and below water.**
- **Assist student by providing support, if needed to maintain buoyancy, or stand behind student and support the upper torso. Gradually reduce assistance. Emphasize: legs are rotated and forcefully brought together; water is squeezed between legs; entire motion is similar to a semicircle; legs remain under water during entire kick.**
- **Place a flotation device around torso or attach a flutter board to back of hips or lower torso if student is unable to maintain back float position. Have student assume back float position and grasp a flutter board with arms extended overhead.**
- **Demonstrate the leg action of the wedge kick with the legs rotated and forcefully brought together. Water is squeezed between the legs. Entire motion is similar to a semicircle. Legs remain under water during entire kick.**
- **Provide sufficient practice opportunities. Place a flotation device around torso if student is unable to maintain buoyancy.**

**2. Demonstrate a wedge kick in a back floating position for a distance of 10 meters.**

**TASK ANALYSIS**

a. Assume a back float position in waist-deep water.
b. Execute a coordinated wedge kick.

**3. Perform a scissors kick the width of the pool.**

**TASK ANALYSIS**

a. Extend both legs (one above the other) with toes pointed.
b. Flex knees, ankles and hips.
c. Separate legs by moving lower leg backward and upper leg forward.
d. Squeeze both legs together, returning to original position.

**TEACHING SUGGESTIONS**

- **Pull the student through the water to experience the glide. Have student assume back float position. Assist by standing behind student. Put hands under student's arms and pull student through the water.**

**DRILLS**

**Kickboard race— swimmers race width (length) of the pool using a kickboard.**

# FRONT CRAWL—LEVEL II

## FRONT CRAWL

**1. Perform the front crawl stroke on land with 100% accuracy.**

### TASK ANALYSIS

a. Stand on the pool deck.
b. Move arms in opposition.
c. Extend arm fully in front of the shoulder.

d. Move hand under the body with elbow near a 45 degree angle at midstroke.
e. Continue hand movement toward feet and finishing at thigh.
f. Pull arm back, bending the elbow and bringing the elbow next to the ear; elbow high, hand low.
g. Demonstrate the front crawl stroke on the deck.

### TEACHING SUGGESTIONS

- **Stand behind the student and grasp his/her arms. Move one arm up and forward, then back. Alternate arms.**
- **Have student bend at the waist. Stand behind the student and grasp his/her arms. Extend the student's arms so that the elbows are straight and in front of the shoulders. The student should reach forward with his/her arms.**
- **Tie a ribbon on the student's hand so that he/she watches the correct hand movement. Stand behind the student and grasp the hand and elbow. Have the student watch the ribbon (hand) as it passes under the trunk to the hip and thigh region.**
- **Demonstrate the correct recovery position. Emphasize bringing the elbow near the ear, pointing fingers forward with the hand flat and turning the forearm slightly down.**

**2. Demonstrate the front crawl stroke in chest-deep water 4 out of 5 times.**

### TASK ANALYSIS

a. Stand in chest-deep water bending at the waist and submerging the shoulders in the water.
b. Repeat front crawl stroke (task analysis 1b-1f).
c. Demonstrate a smooth integration of the front crawl stroke.

### TEACHING SUGGESTIONS

- **Have student stand in waist deep water and practice the front crawl stroke. Provide assistance with problem areas.**
- **Help student master a smooth, rhythmic stroke. Count numbers out loud establishing a tempo for the student to follow.**

**3. Demonstrate the front crawl stroke using the flutter kick for a distance of 10 meters.**

### TASK ANALYSIS

a. Stand in waist-deep water.
b. Assume a prone float with a flutter kick.
c. Combine flutter kick with front crawl stroke.

### TEACHING SUGGESTIONS

- **Count for the student. There should be approximately three kicks for every arm pull. The legs work in opposition with the arms.**
- **If student is having body alignment problems, check for too much body rotation, especially in the shoulders. A buoyancy belt may help stabilize him/her.**

**4. Demonstrate the front crawl with periodic breathing for a distance of 10 meters.**

### TASK ANALYSIS

a. Stand in waist-deep water bending at the waist.
b. Take a breath.
c. Put face in the water.
d. Turn head to the side and take a breath.
e. Keep ear and cheek in water when turning the head.
f. Perform the front crawl stroke, taking a breath every time the arm recovers.
g. Breathe on the side opposite the stroking arm.

### TEACHING SUGGESTIONS

- **Have the student in the water practice the arm stroke and breathing.**
- **Have students play a game of tag in the shallow area of the pool. Allow students to only use the front crawl stroke during the game.**
- **Guide the student in breathing on the side opposite the stroking arm while doing the arm movement. Grasp the student's head and turn it at the appropriate time.**
- **Have student use a buoyancy belt or flutter board for stability while practicing the front crawl with rhythmic breathing.**

# FRONT CRAWL—LEVEL II

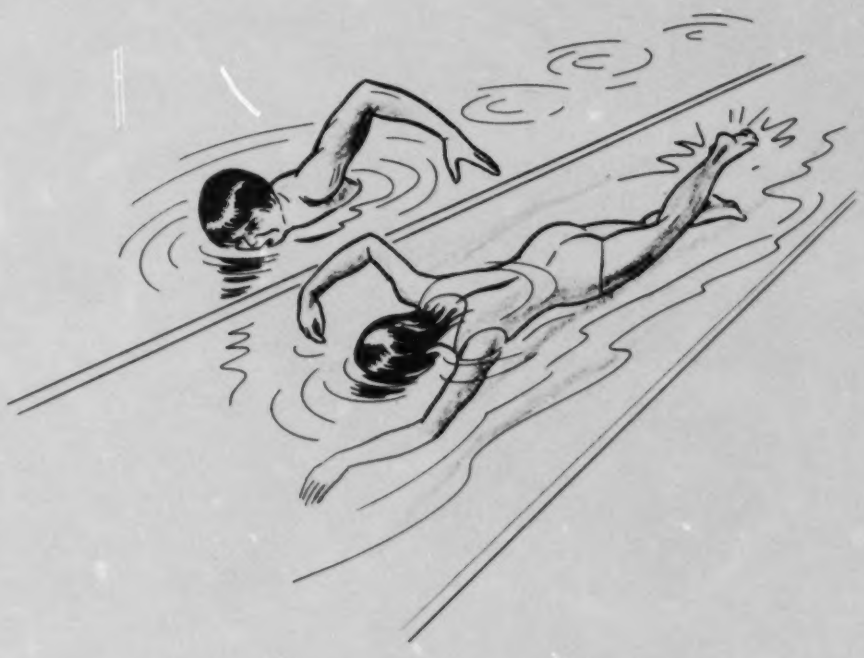
**5. Demonstrate the front crawl stroke with rhythmic breathing for a distance of 25 meters.**

### TASK ANALYSIS

a. Stand in waist-deep water bending at the waist.
b. Swim a coordinated crawl stroke 25 meters.
c. Demonstrate correct rhythmic breathing while swimming.

### TEACHING SUGGESTIONS

- **Have the student swim a coordinated front crawl stroke as far as possible. When student becomes tired or stroke becomes uncoordinated, support the student's trunk. Encourage student to swim 4 more strokes while being supported.**
- **Record student's daily progress. Place a cone or marker on the deck indicating the distance swum during the last class or practice.**
- **Have the student swim between a set of ropes (lane). If student is swimming into one rope, he/she may be pulling too hard with one arm.**



### DRILLS

**Polo Ball Swimming**—Swim crawl; push a rubber ball ahead and in front, keeping ball in front of head and between the arms.

**Obstacle Race**—Arrange various obstacles in paths of swimmers; prescribe specific maneuvers for each obstacle (go over, under, around, etc.).

# BACK CRAWL—LEVEL II

## BACK CRAWL

**1. Demonstrate the back crawl stroke on land with 100% accuracy.**

### TASK ANALYSIS

a. Stand on the pool deck.
b. Keep arms straight.
c. Move the arm in front and up above the shoulder.
d. Reach for the water with the fingers.
e. Bend elbow and pull arm down toward the leg with palm facing the feet.
f. Execute a forceful push toward the heels.
g. Combine arm movements and have arms in opposition. Move left arm up and around, right arm up and around. Repeat left, right.

### TEACHING SUGGESTIONS

- **Have the student stand on the deck. Stand behind the student and grasp the student's wrists. Grasp the lower arm and move it forward and up above the shoulder. Turn the palm of the hand out and point the fingers back. Do this for both arms, one at a time.**
- **Have the student lie on the edge of the pool. Stand in the water and guide the student's arm. Give the student a bathing cap to throw at their feet as arm is moving through the correct motion.**
- **Have the student lie on the deck and push a ball from the bent arm position.**
- **Stand behind the student and grasp the wrists. Move the student's arms alternately.**

**2. Demonstrate the back crawl stroke in waist-deep water 4 out of 5 times.**

### TASK ANALYSIS

a. Assume a back float position in waist-deep water.
b. Repeat back crawl stroke (task analysis 1b-1g).
c. Execute smooth integration of stroke.

### TEACHING SUGGESTIONS

- **Support the student in a back float position. Have the student move the arms up, back, and around, in opposition.**
- **Support the student with a buoyancy belt. Use a drum or hand clapping to beat out each time the arm is to move.**
- **Guide the student's hand with a forceful snap of the wrist so that the arm straightens out and the hand rests on the leg.**
- **Guide the student through the entire movement stressing a continual pulling movement.**

# BACK CRAWL—LEVEL II

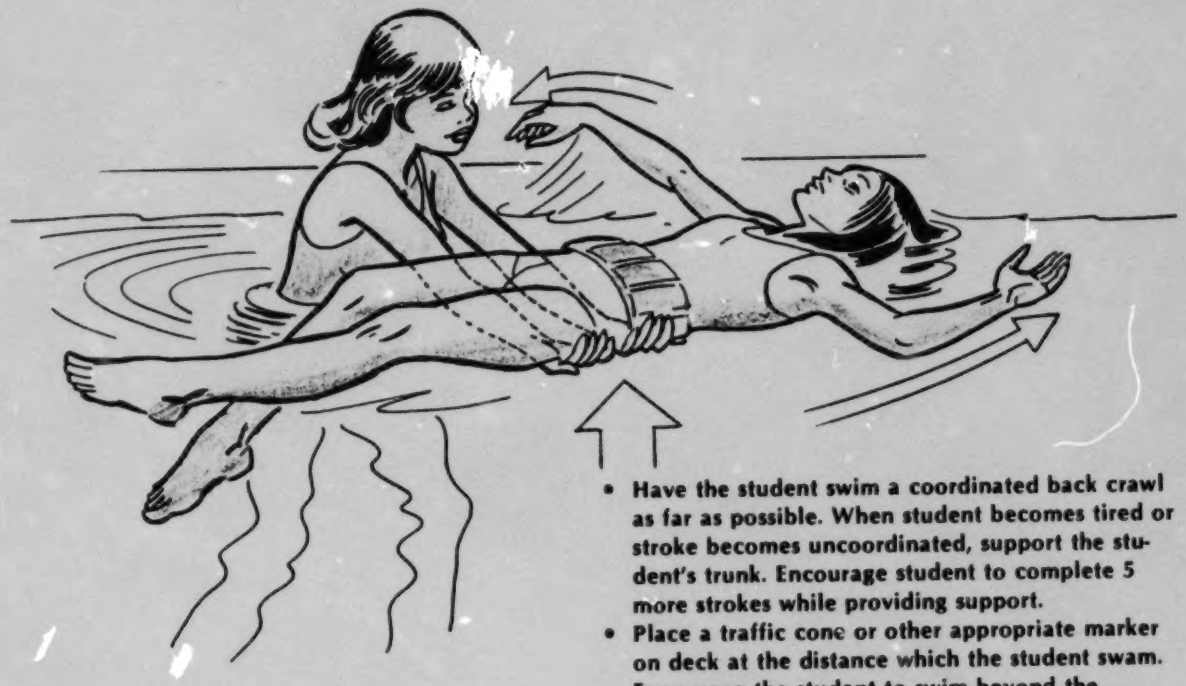
**3. Demonstrate the back crawl stroke for a distance of 25 meters.**

### TASK ANALYSIS

a. Stand in waist-deep water.
b. Assume a back float position with a flutter kick.
c. Perform a back crawl in waist-deep water.

### TEACHING SUGGESTIONS

- **Assist in the stroke coordination by counting. There should be rhythm: 3 kicks to every arm pull. The student should flutter kick during this time.**
- **Use a buoyancy belt for stabilization. Have the student flutter kick for 10 meters.**



- **Have the student swim a coordinated back crawl as far as possible. When student becomes tired or stroke becomes uncoordinated, support the student's trunk. Encourage student to complete 5 more strokes while providing support.**
- **Place a traffic cone or other appropriate marker on deck at the distance which the student swam. Encourage the student to swim beyond the marker.**
- **Record the distance which the student can back crawl. Encourage the student to increase the distance by 2 body lengths (approximately 3 meters) each week.**

### DRILLS

**Crawl-backstroke relay**—teams of equal numbers line up on each side of pool. Backstrokers are in water on one side and crawl swimmers are on the deck. Action starts with crawl swimmers diving into water and swimming across pool; they touch the wall and the backstroke teammates take off. Continue as long as desired.

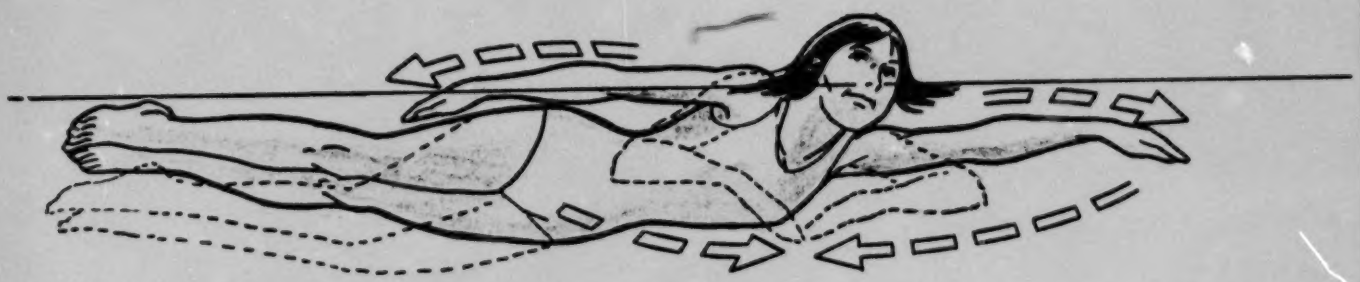
**Crawl-backstroke medley relay**—each student swims across pool using the crawl stroke and returns swimming the backstroke. Repeat pattern twice (three or more times) before touching off teammates.

## SIDE STROKE

**1. Demonstrate the correct side stroke pattern in waist deep-water.**

### TASK ANALYSIS

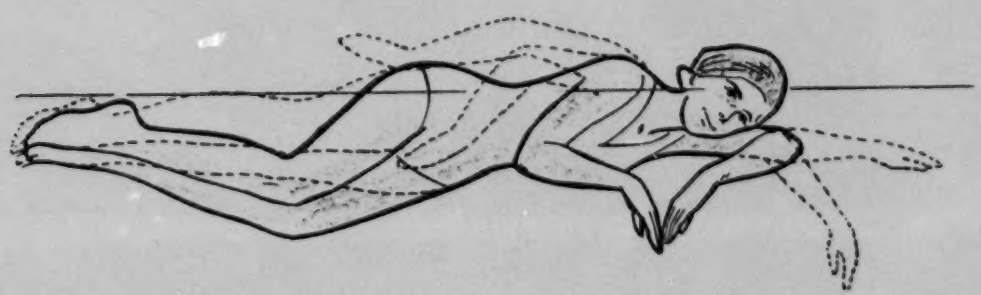
a. Assume a horizontal position in the water.
b. Extend left arm out front with palm downward.
c. Extend right arm backward.
d. Bend left elbow until arm is directly under the head.
e. Move the upper arm (starting from the thigh) forward to meet the other arm under the head.
f. Return arms to original position.
g. Simultaneously, move left elbow forward and upper arm backwards.



**2. Coordinate the arm and leg movements necessary to perform the side stroke.**

### TASK ANALYSIS

a. Assume horizontal position on side in the water.
b. Extend underarm out in front; top arm backwards and legs together.
c. Simultaneously, move both arms to meet each other under the head while flexing knees, hips and ankles.
d. Extend and glide.



# BREAST STROKE—LEVEL II

## BREAST STROKE

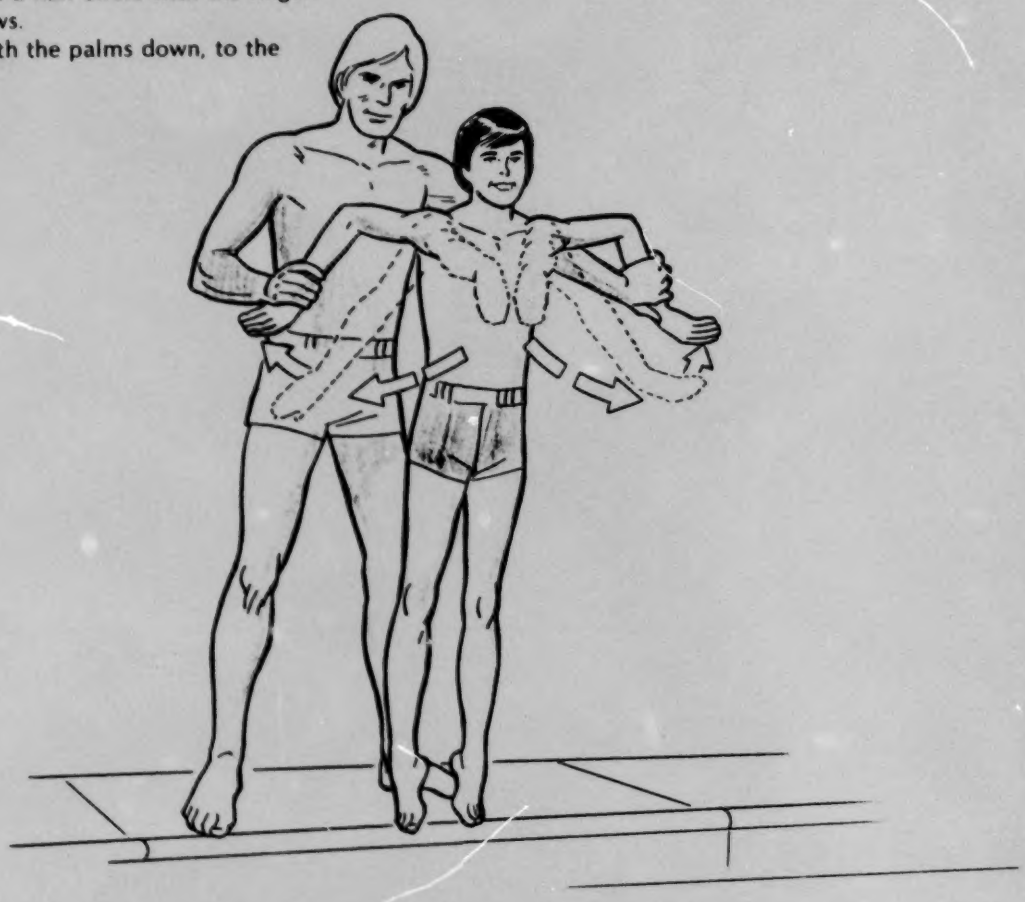
**1. The student will perform the breast stroke movement on land with 100% accuracy.**

### TASK ANALYSIS

a. Stand on pool deck.
b. Bend at the waist.
c. Extend arms in front of head.
d. Place hands together, palms down slightly, with wrists bent and fingers lower. Turn the palm outward about 10 degrees.
e. Move the palms diagonally away from the starting point to just past the shoulder line.
f. Press the arms backward in a continuous movement with elbows high. Always keep the palm of the hand ahead of the elbows.
g. While moving towards the feet, press the palms and the inside of the forearm backward.
h. As the palms reach the shoulder line bring the hands together in a half circle with the fingers leading the elbows.
i. Return hands, with the palms down, to the starting position.

### TEACHING SUGGESTIONS

- **Have the student stand on the pool deck. Have him stand on his toes, arms extended in a "streamline" position several times. Stand on the deck behind the student. Move each arm through the pattern of movement several times, then move both arms together several times.**
- **Standing behind the student move the arms as described in Task Analysis 1a through 1i.**
- **Emphasis should be placed on keeping the elbow high during the backward press. During the recovery, after the hands are together the student "shoots" into the streamlined position.**
- **Have the student stand in waist-deep water, bend at the waist and practice the arm stroke.**



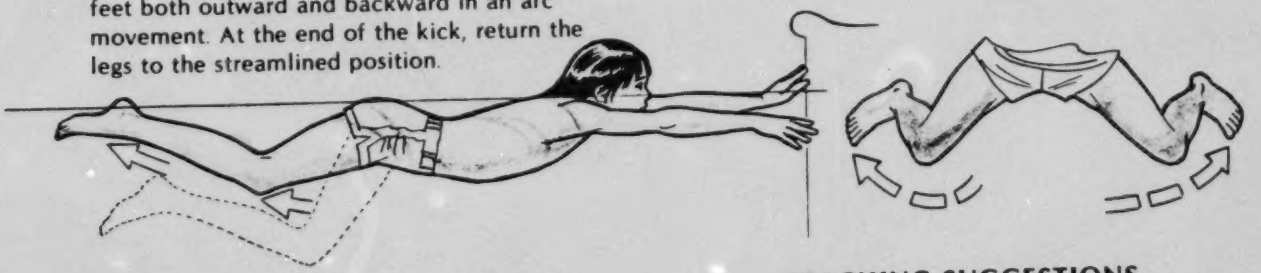
**2. The student will demonstrate the breast stroke in waist-deep water 4 out of 5 times.**

## TASK ANALYSIS

a. Stand in waist-deep water bending at the waist.
b. Repeat Task Analysis 1b-1i.
c. Grasp the pool edge with one hand at water level, the other directly below and under the water surface.
d. Streamline legs and trunk just under the waters surface.
e. Place the feet slightly apart, drawing the heels forward just under the water surface.
f. Move the heels forward until they are almost even with and over the knees.
g. Rotate the feet and toes so they are pointing to the side. The angle between the legs is approximately 90 degrees.
h. Kick the knee and ankle backward. Move the feet both outward and backward in an arc movement. At the end of the kick, return the legs to the streamlined position.

## TEACHING SUGGESTIONS

- **Have the student practice the kick along the wall as described in task analysis 2c-2h.**
- **Smooth continuous action is required in both the arm and kick components of the breast stroke.**
- **Have the student, during arm movement, practice the stroke a short distance with just one arm. Do several times with each arm. In both cases the face is out of the water and the other arm straight ahead.**
- **Using a kickboard held between the legs, the arm movement can be practiced with the body in the correct breast stroke position.**



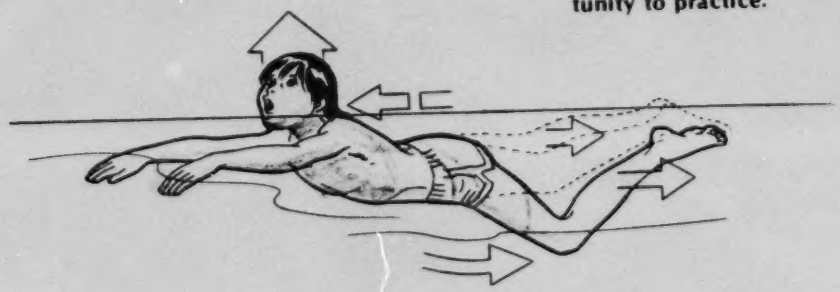
**3. The student will demonstrate the breast stroke using the breast stroke kick for a distance of 10 meters.**

## TASK ANALYSIS

a. Stand in waist-deep water.
b. Assume a prone float with breast stroke kick.
c. Combine breast stroke kick with the breast stroke arm movement.
d. Keep the head looking forward and out of the water.
e. Start the stroke with the arms. Start the kick just before the palm reaches the shoulder line.

## TEACHING SUGGESTIONS

- **Have the student assume the prone float position in waist-deep water. First, have him just lift his head for a breath. Then have him combine a kick just after each head lift, followed by a short glide.**
- **Have the student practice just the arm movement with head lift.**
- **As the three skills are combined, arm movement, kick, and head lift, the student can be taught a short glide. This glide should last only until the forward momentum is slowed.**
- **Provide an area of the pool and a lot of opportunity to practice.**



# BREAST STROKE—LEVEL II

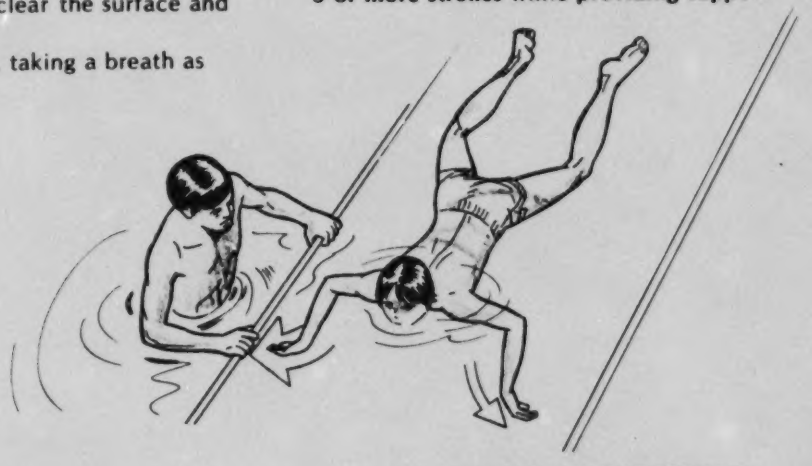
**4. The student will demonstrate the breast stroke with periodic breathing for a distance of 10 meters.**

### TASK ANALYSIS

a. Stand in waist-deep water bending at the waist.
b. Take a breath.
c. Put face in the water.
d. As the arm stroke starts lift the neck just high enough for the mouth to clear the surface and take in a breath.
e. Perform the breast stroke, taking a breath as described above.

### TEACHING SUGGESTIONS

- **Have the student swim between a set of ropes (lane). If student is swimming into one rope, he/she may be pulling too hard with one arm.**
- **Have the student swim a coordinated breast stroke as far as possible. When student becomes tired or stroke becomes uncoordinated, support student at trunk. Encourage student to complete 5 or more strokes while providing support.**



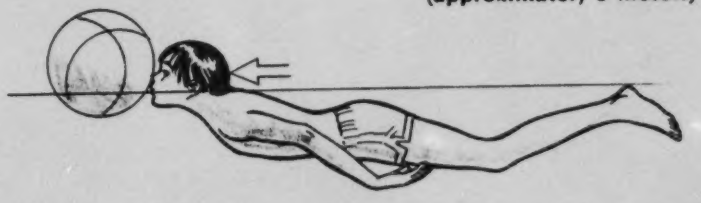
**5. The student will demonstrate the breast stroke with rhythmic breathing for a distance of 25 meters.**

### TASK ANALYSIS

a. Stand in waist-deep water bending at the waist.
b. Swim a coordinated breast stroke 25 meters.
c. Demonstrate correct breathing while swimming.

### TEACHING SUGGESTIONS

- **Place a traffic cone or other appropriate marker on deck at the distance which the student swam. Encourage the student to swim beyond the marker.**
- **Record the distance which the student can swim the breast stroke. Encourage the student to increase the distance by 2 body lengths (approximately 3 meters) each week.**



### DRILLS

**One Arm Drill**—Have the student, during arm movement, practice swim a short distance with just one arm. Do several times with each arm. In both cases the face is out of the water and the other arm straight ahead.

**Two Arm Drill**—Have the student, during arm movement, practice swim a short distance with both arms. Do several times. In both cases the face is out of the water.

**Beach Ball Push**—With hands at side, head out of water, swim pushing ball with forehead. This may also be tried as a team relay.

# SPORTS SKILLS ASSESSMENT—LEVEL II DIVING

## INSTRUCTIONS

The Sports Skills Assessment is designed to determine the student's present level of functioning within a specific skill or sport and to determine the student's progress through training.

In administering the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, add up the total number of boxes, add 30 and indicate the student's present level of ability.

**Skill Assessment—Level II**

**Scoring Level**—indicates the student's level of achievement.

31-40 CHAMP
41-50 SUPER CHAMP
51-60 SUPERSTAR

**1. Front Dive**

- ☐ Demonstrates a sitting front dive.
- ☐ Performs a kneeling front dive with assistance.
- ☐ Performs a kneeling front dive without assistance.
- ☐ Demonstrates a standing one-leg front dive.
- ☐ Demonstrates a standing front dive.

**2. Approach**

- ☐ Jumps into pool off pool edge.
- ☐ Stands and steps into pool off diving board.
- ☐ Jumps in pool using a one-step approach.
- ☐ Performs a forward dive using a one-step approach.
- ☐ Jumps in pool using a three-step approach.
- ☐ Performs a forward dive using a three-step approach.

**3. Backward Dive**

- ☐ Makes no attempt to perform a backward dive.
- ☐ Jumps backwards into pool.
- ☐ Performs a standing backward dive from pool edge.
- ☐ Performs a back dive off a diving board.
- ☐ Performs a back somersault.

**4. Advanced Front Diving**

- ☐ Performs a forward dive in a layout position using a one-step approach.
- ☐ Performs a forward dive in a layout position using a three-step approach.
- ☐ Jumps to pike position, touching and entering water feet first.
- ☐ Performs a forward dive in a pike position using a three-step approach.
- ☐ Performs a forward somersault.

**5. Diving Participation**

- ☐ Shows an understanding of the sport of diving.
- ☐ Identifies diving boundaries.
- ☐ Demonstrates diving etiquette.
- ☐ Executes a diving routine.
- ☐ Originates and performs own diving routine.
- ☐ Dives cooperatively and competitively.
- ☐ Follows safety rules for diving.

_____ TOTAL SCORE

# FRONT DIVE —LEVEL II

## 4.0 Given demonstration and practice the student will successfully execute the necessary skills to participate in diving.

### FRONT DIVE

**1. Perform a kneeling front dive 5 meters above the water 3 out of 5 times.**

#### TASK ANALYSIS

a. Assume the initial position placing one knee and the opposite foot on edge of the pool.
b. Extend arms over head during take-off and water entry.
c. Let arms and head enter water prior to lower trunk and legs.
d. Lift head toward surface with assistance (rescue pole).

#### TEACHING SUGGESTIONS

- **Help student place his/her arms over head during take off. Tell him/her to keep arms close to ears and hook thumbs.**
- **Help the student kneel on one knee and place the opposite foot on the edge of the pool.**
- **Help guide the student in the water. Place his/her chin to the chest, to prevent his/her head from extending upward.**
- **Have student hold an object (chip) between his/her chin and chest. Tell student to keep the poker chip between his/her chin and chest until his/her head goes under.**
- **On land or pool deck, position student with head tucked as in water entry, then tip head up for surfacing.**

**2. Demonstrate a kneeling front dive without assistance.**

#### TASK ANALYSIS

a. Assume initial position with one knee and the opposite foot on the pool edge.
b. Extend arms overhead and close to ears.
c. Hook thumbs and point fingers toward water during take-off and water entry.
d. Keep head down with chin to chest.
e. Let arms and head enter water prior to lower trunk and legs.
f. Fall in.
g. Extend legs fully prior to or during entry into water.
h. Perform a controlled surfacing skill (float, kick or glide).

#### TEACHING SUGGESTIONS

- **Help guide the student in the water by placing his/her chin to the chest and preventing the head from coming up. Gradually allow the student to dive independently. Tell the student to fall in.**
- **Have student practice jumping on the deck and extending his/her legs.**
- **Stand in the water to assist the student in surfacing.**

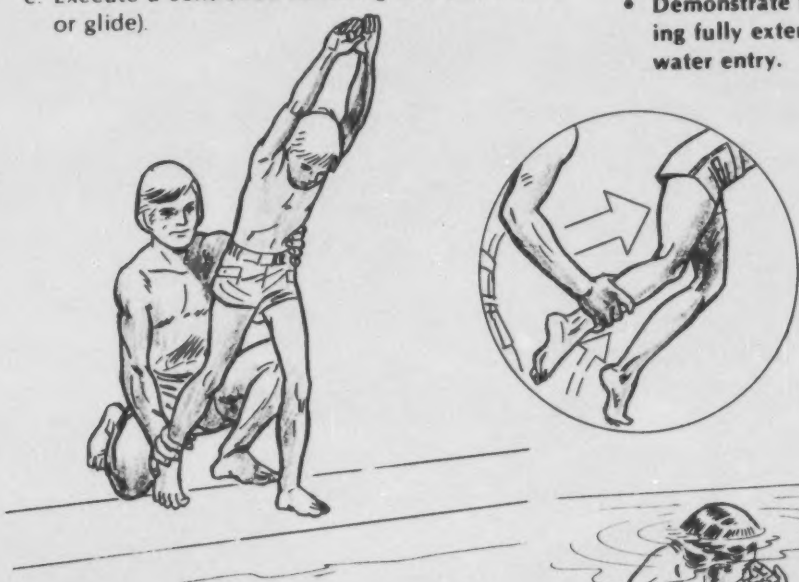
**3. Demonstrate a standing one-leg front dive with assistance.**

### TASK ANALYSIS

a. Take off from pool edge by falling forward and thrusting free leg upward.
b. Tuck chin to chest.
c. Execute arms and head entry prior to lower trunk and legs.
d. Extend legs fully prior to or during entry into water.
e. Execute a controlled surfacing skill (kick, float or glide).

### TEACHING SUGGESTIONS

- **Stand on the opposite side of the lifting leg. Place one hand on the student's standing leg hip and the other hand on the lifting lower leg. As the student begins to fall in, lift the free leg upward and "steer" the student into the water.**
- **Demonstrate the correct one-leg front dive. Emphasize taking off from the edge by falling forward and thrusting free leg upward.**
- **Guide the student into the water telling the student to keep the legs straight.**
- **Demonstrate the one-leg standing dive, emphasizing fully extending the legs prior to or during water entry.**



**4. Demonstrate a standing one-leg front dive without assistance.**

### TASK ANALYSIS

a. Take off from pool edge by falling forward and thrusting free leg upward.
b. Execute arms and head entry prior to lower trunk and legs.
c. Extend legs fully prior to or during entry into water.
d. Execute a controlled surfacing skill.

### TEACHING SUGGESTIONS

- **Stabilize the student while lifting the leg.**
- **Have the student practice raising one leg on the deck. Help the student balance.**
- **Help stabilize the student if needed. Place the student in dive position with the chin on the chest.**
- **Physically assist student in balancing.**
- **Help the student surface by guiding the student upward in the water.**

# FRONT DIVE—LEVEL II

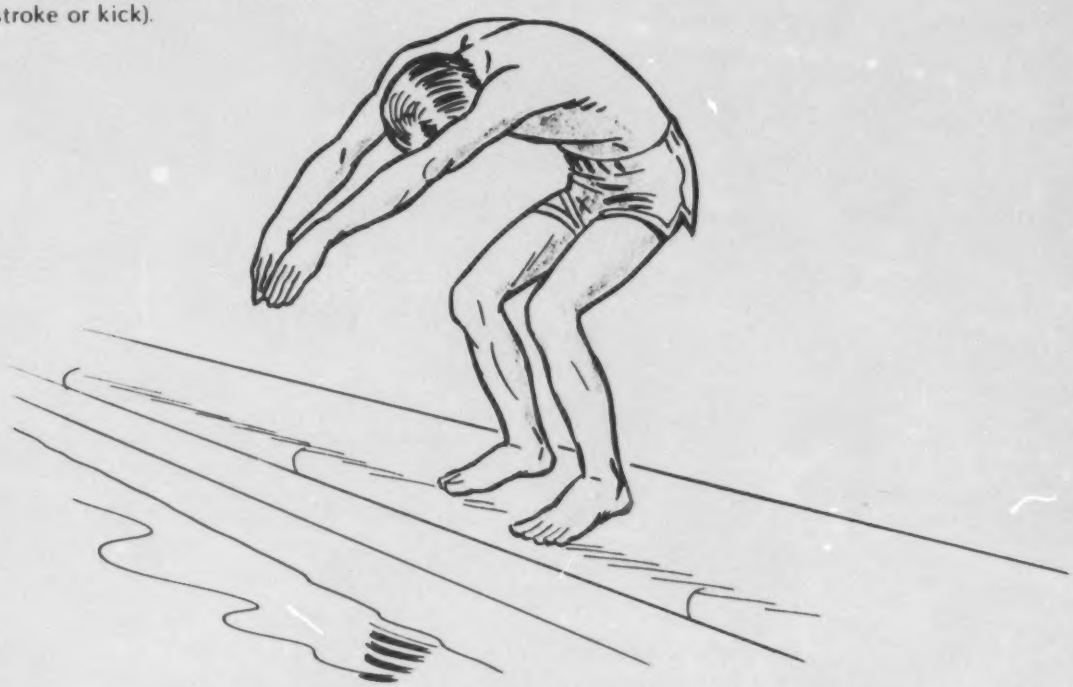
**5. Demonstrate a standing front dive 3 out of 5 times.**

### TASK ANALYSIS

a. Perform a two-foot take-off from the pool edge by bending knees and falling forward.
b. Thrust legs making hips and legs move to a position above the trunk and head.
c. Execute arms and head entry prior to trunk and legs (body angle 50 degrees to 30 degrees).
d. Align body at entry (arms, head, trunk, legs).
e. Execute a controlled surfacing skill (float, glide, stroke or kick).

### TEACHING SUGGESTIONS

- **Have the student stand at the edge of the pool. Bend his/her knees into position and place his/her arms over the head, pointing to the water. Adjust the student's upper trunk in a forward lean with head down between the arms.**
- **Demonstrate a standing front dive. Emphasize two-foot take-off by bending the knees and falling forward.**



**DRILLS**

**Crawl dive relay**—teams of equal numbers line up at side of pool. On "Go" one player from each team swims across pool, executing a controlled surfacing skill (float, glide, stroke or kick) and tags a teammate who swims back. Have players start on land to get practice in both diving and stroke.

# DIVING APPROACH—LEVEL II

## APPROACH

**1. The student will demonstrate jumping off a diving board 4 out of 5 times.**

### TASK ANALYSIS

a. Walk to the end of the board.
b. Bend knees and jump off the board with both feet.
c. Enter the water feet first with hands held close to the body.
d. Execute a controlled surfacing skill (float, glide, stroke or kick).

### TEACHING SUGGESTIONS

- **Demonstrate jumping up and down at the end of the board. Emphasize arm movement and eye focus during jump.**
- **Have student practice proper jumping form on land.**
- **Let student practice jumping until he/she becomes comfortable and relaxed on the board.**

**2. The student will walk to the end of the board and jump up and down 3 times.**

### TASK ANALYSIS

a. Walk to the end of the board.
b. Focus eyes on the end of the board.
c. Bend knees and sweep arms forward and upward during take-off.
d. Jump up in the air keeping eyes focused on the board.
e. Swing arms down and back while descending to the end of the board.
f. Flex knees before contact.
g. Repeat jump on board.

# DIVING APPROACH—LEVEL II

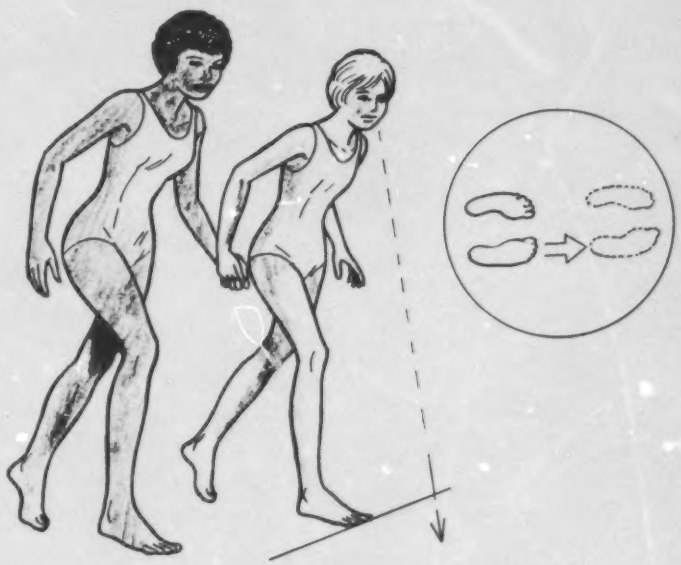
**3. The student will demonstate a one-step approach 4 out of 5 times.**

### TASK ANALYSIS

a. Stand erect with arms hanging naturally at sides.
b. Focus eyes on the end of the board.
c. Step with dominant foot and swing arms back.
d. Complete the step bringing arms forward and straight up.
e. Simultaneously with arm lift, raise non-dominant leg from knee to begin jump (hurdle).
f. Drive up off of board with extended leg.
g. Begin moving arms out to sides and straighten bent leg at peak of jump.
h. Continue focusing eyes on the end of the board.
i. Swing arms down and back while descending to the end of the board.
j. Flex knees before contact.
k. Continue to sweep arms forward and upward to aid in spring off.
l. Push high into air extending arms straight up.
m. Enter water feet first.
n. Execute a controlled surfacing skill (float, glide, stroke or kick).

### TEACHING SUGGESTIONS

- **Hold one of the student's hands and walk through the one-step approach with the student on land. Have student perform one-step approach on land independently.**
- **Demonstrate establishing one-step approach on the board. Stand with heels at the end of the board with back facing the pool. Take one step and pivot 180 degrees facing the pool.**
- **Standing on the deck, hold student's hand, take one-step and turn student 180 degrees.**
- **Have student demonstrate establishing one-step approach on the board.**



**4. The student will demonstrate a three-step approach 3 out of 5 times.**

### TASK ANALYSIS

a. Stand erect with arms hanging naturally at sides.
b. Focus eyes on the end of the board.
c. Take first step with dominant foot.
d. Increase stride length on second and third steps.
e. Swing arms slightly forward on second step.
f. Swing arms back as third step begins.
g. Repeat task analysis 3d-3m.
h. Execute a controlled surfacing skill (float, glide, stroke or kick).

### TEACHING SUGGESTIONS

- **Demonstrate a three-step approach.**
- **Hold one of the student's hands and walk through the three-step approach with the student on land. Have student perform three-step approach on land independently.**
- **Demonstrate establishing three-step approach on the board. Stand with heels at the end of the board with back facing the pool. Take three steps starting off with dominant foot and pivot 180 degrees facing the pool.**
- **Standing on the deck, hold student's hand, take three steps and turn student 180 degrees.**
- **Have student demonstrate establishing three-step approach on the board.**

# ADVANCED FRONT DIVE—LEVEL II

## ADVANCED FRONT DIVE

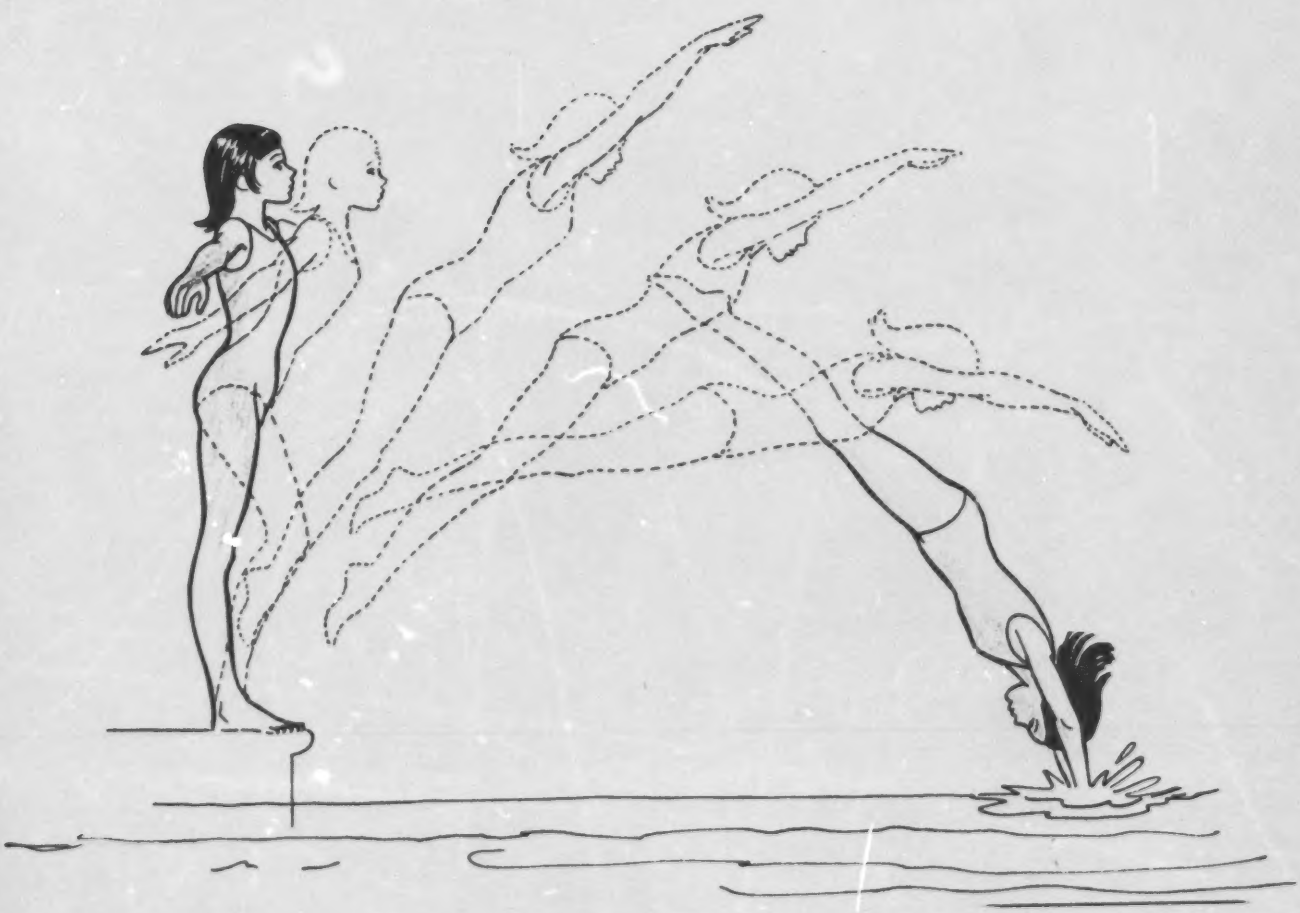
**1. The student will demonstrate a standing forward dive in a layout position 3 out of 5 times.**

### TASK ANALYSIS

a. Execute a one-step approach.
b. Push high into the air extending arms straight up.
c. Bring arms straight out to the sides while ascending.
d. Move legs upward and backward.
e. Rotate body to downward direction.
f. Focus eyes on water where entry will be made.
g. Move arms straight overhead.
h. Enter water with body almost vertical.
i. Perform a controlled surfacing skill (flutter kick or glide).

### TEACHING SUGGESTIONS

- **Demonstrate a forward dive in a layout position. Emphasize vertical entry into water.**
- **Have student practice correct arm and leg movement on land.**



# ADVANCED FRONT DIVE—LEVEL II

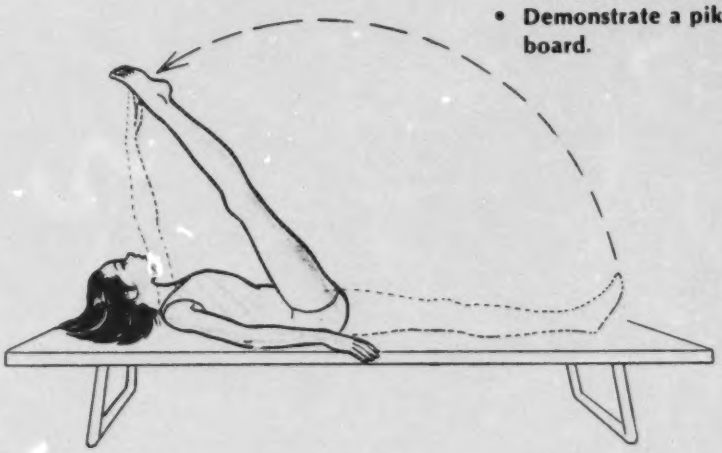
**2. The student will demonstrate a forward dive in a layout position with a 3-step approach 3 out of 5 times.**

### TASK ANALYSIS

a. Execute a three-step approach.
b. Perform a forward dive in a layout position.

### TEACHING SUGGESTIONS

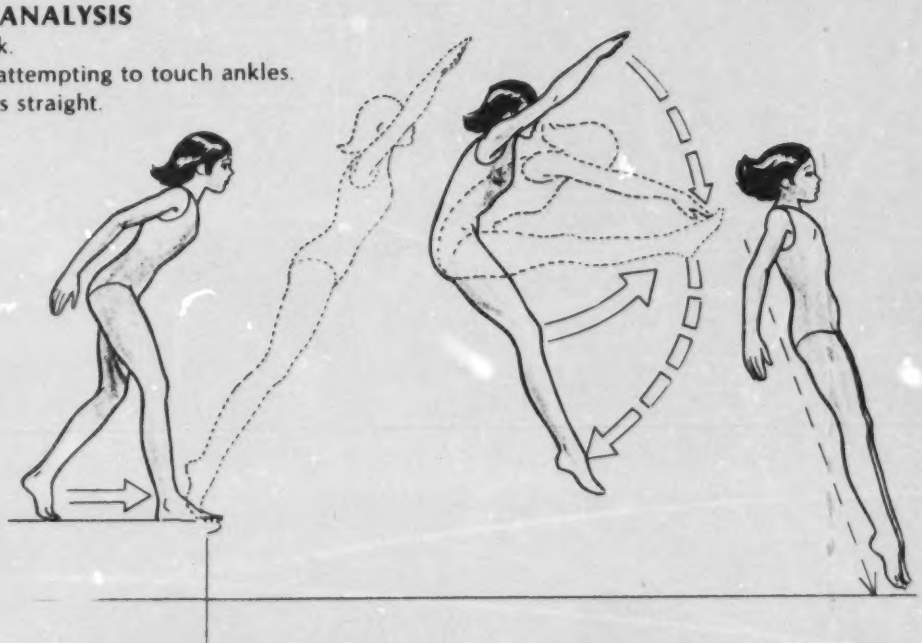
- **Have student stretch out on a bench with toes and fingers pointed, arms extended overhead. Have him/her bring arms and legs up together into pike position. Then have student stretch feet and reach forward as though trying to touch toes. Have him/her lie back down on the bench and rest between movements.**
- **Have student repeat the above movement, but when coming out of the pike position, he/she drives arms out and around, stretching them overhead. Return to reclining position and relax.**
- **Demonstrate a pike position jumping off the board.**



**3. The student will perform a standing forward dive in a pike position 3 out of 5 times.**

### TASK ANALYSIS

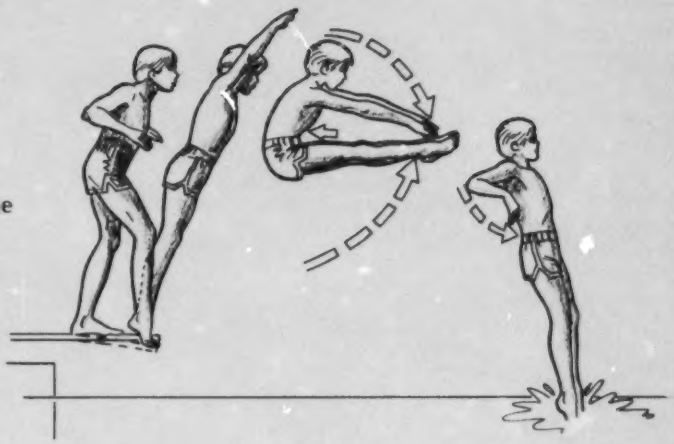
a. Stand on pool deck.
b. Bend at the waist attempting to touch ankles.
c. Keep legs and arms straight.



**4. The student will perform a pike position jumping off the board 3 out of 5 times.**

### TASK ANALYSIS

a. Execute a one-step approach.
b. Drive off of board vertically with arms above the head and slightly out in front of the shoulders with fingers together.
c. Keep head up and toes pointed.
d. Bring both legs up to horizontal position at the peak of the jump.
e. Bend slightly at the waist reaching forward with hands to touch toes.
f. Bring legs down with a controlled movement, at the same time opening arms to sides and bringing them down.
g. Enter water feet first with head up, body straight and toes pointed.



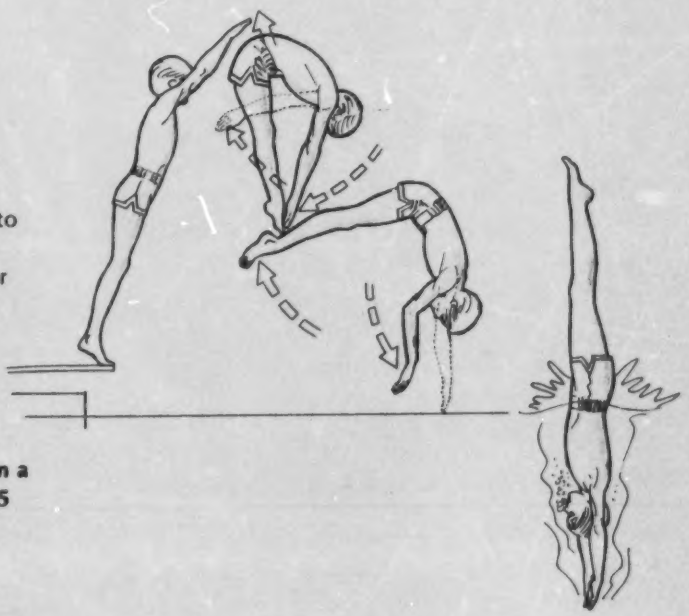
**5. The student will perform a standing forward dive in a pike position 3 out of 5 times.**

### TASK ANALYSIS

a. Execute a one-step approach.
b. Push high into air extending arms straight up.
c. Sweep arms out to the sides and downward while driving hips up and behind.
d. Bend at waist to a pike position at peak of dive.
e. Stretch from waist to touch the toes with hands.
f. Lift legs up and behind while moving hands and arms back, out and around to sides.
g. Position arms and hands up and over head to prepare for water entry.
h. Enter water with body vertical, legs together and fully extended.

### TEACHING SUGGESTIONS

- **Demonstrate a forward dive in a pike position using a one-step approach. Emphasize bending at the waist, touching toes and then straightening out into vertical position for entry.**



**6. The student will demonstrate a forward dive in a pike position with a 3-step approach 3 out of 5 times.**

### TASK ANALYSIS

a. Execute a three-step approach.
b. Perform a forward dive in a pike position.

# ADVANCED FRONT DIVE—LEVEL II

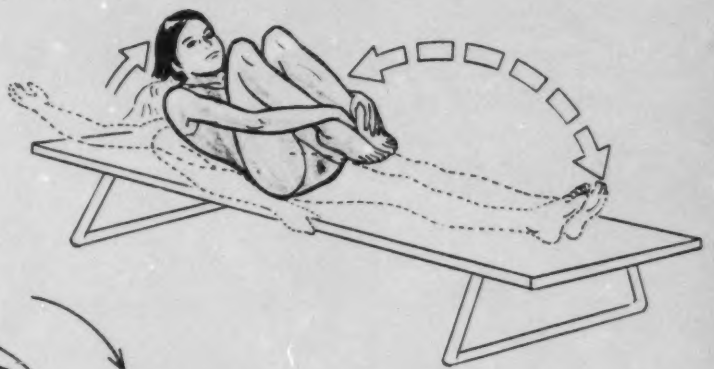
**7. The student will demonstrate the tuck position jumping off the board 3 out of 5 times.**

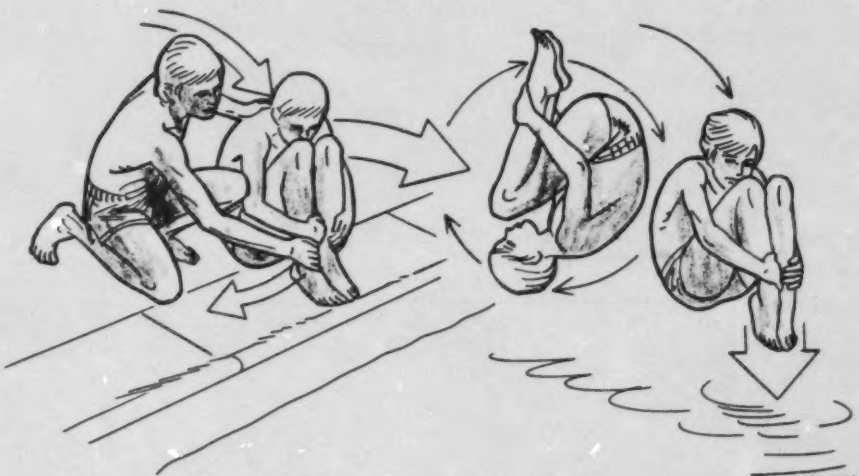
### TASK ANALYSIS

a. Execute a one-step approach.
b. Dive off the board vertically with toes pointed.
c. Position arms above head and slightly out in front of shoulders with fingers together.
d. Keep head and chest up and toes pointed.
e. Bring knees up to chest and at height of jump pull them together with hands grasping shins.
f. Release and straighten legs on descent.
g. Raise arms horizontally out to sides until legs are straight.
h. Bring arms smoothly down to sides for entry.
i. Enter water feet first with head up, body straight and toes pointed.

### TEACHING SUGGESTIONS

- **Have the student lie face up on a bench and bring body into a tight tuck position with hands grasping shins. Upper part of the buttocks and lower part of the back should be touching the bench. He/she opens out of tuck by kicking out and driving legs parallel to the bench surface, keeping heels about 5 centimeters above the bench. At the same time, have the student bring extended arms out to sides and back overhead; then return to original position stretching body on the bench.**





**8. The student will perform a forward somersault from the edge of the pool 3 out of 5 times.**

### TASK ANALYSIS

a. Squat on a towel in a tuck position at the edge of the pool.
b. Keep head slightly down.
c. Place one hand on each shin.
d. Position knees slightly apart and feet together.
e. Roll forward into pool.
f. Hold shins firmly, pointing toes hard and keeping head down.
g. Remain in a compact tuck throughout somersault.
h. Enter water feet first.

### TEACHING SUGGESTIONS

- **Stoop beside and slightly behind student. As student rolls forward flip body up and away from the pool edge with one hand on shins and the other on the shoulder or buttocks. Somersault should be a full one, so that entry into the water is feet first.**
- **After the student has learned the somersault movement, have the student repeat somersault with more force. Lift him/her slightly as he/she dives off from the edge and start the rotation a little more forcefully.**
- **Place towel underneath the student's feet to prevent slipping.**

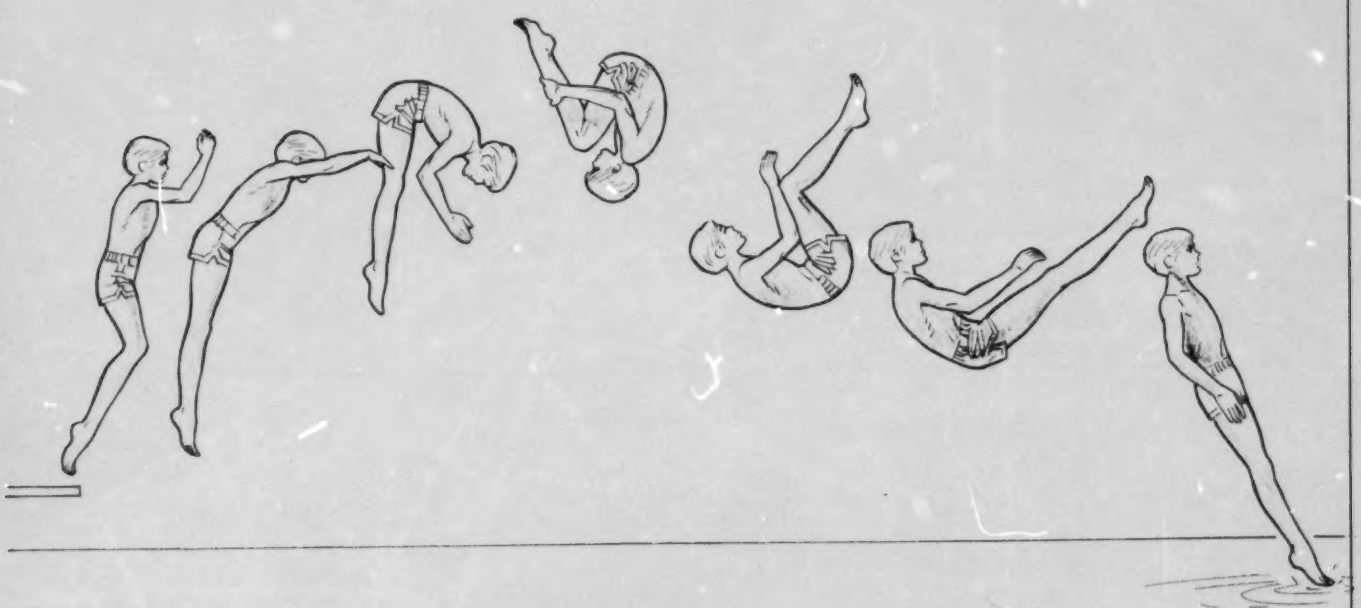
**9. The student will demonstrate a forward somersault off the board using a 3-step approach 2 out of 5 times.**

## TASK ANALYSIS

a. Execute a three-step approach.
b. Extend arms while taking off to attain full height.
c. Bend arms and hold slightly over and in front of head.
d. Draw knees to chest after leaving board.
e. Bring feet up and back towards hips as hips begin to move forward.
f. Grasp shins and bring head toward knees to generate body rotation.
g. Untuck body and straighten legs as trunk approaches vertical position.
h. Enter water with body almost vertical and arms held close to sides with hands on thighs.

## TEACHING SUGGESTIONS

- **Demonstrate a forward somersault using a 3-step approach emphasizing springing off the board and compact tuck position.**



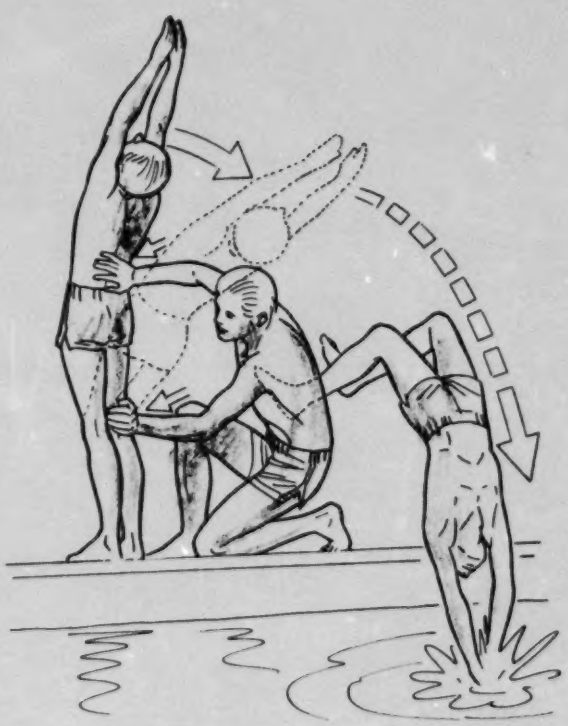
# BACKWARD DIVE—LEVEL II

## BACKWARD DIVE

**1. The student will demonstrate a back dive from the edge of the pool 3 out of 5 times.**

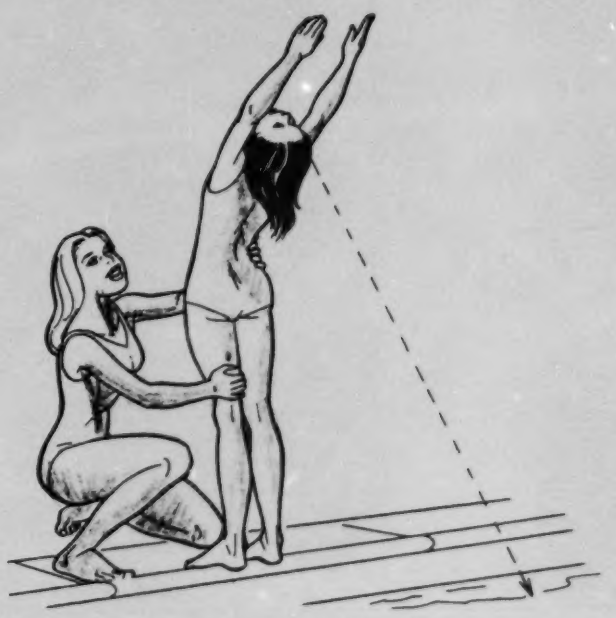
### TASK ANALYSIS

a. Stand with back facing the pool.
b. Position toes on the edge of the pool while maintaining balance.
c. Sweep arms forward and up to lift body.
d. Push off with legs.
e. Lean body back slightly and extend arms.
f. Rotate body to horizontal position, arching back and tipping head back, sighting point of entry.
g. Extend arms overhead and tighten hips reducing arch in back at entry.
h. Enter water with a head-first entry.



### TEACHING SUGGESTIONS

- **Have the student stand with back facing pool and toes on the edge of the pool. Kneel on one knee and grasp the student with one hand on his/her waist and the other hand on the lower thigh. Instruct the student to extend arms over head and try to sight the water. Repeat this exercise several times.**
- **Demonstrate a back dive from the edge of the pool.**



**2. The student will demonstrate a back dive off a board 3 out of 5 times.**

### TASK ANALYSIS

a. Stand on board with back to the water.
b. Position toes on the edge of the board while maintaining balance.
c. Repeat task analysis 1c-1h.

### TEACHING SUGGESTIONS

- **Have the student stand with back facing pool and toes on the edge of the pool. Stand next to student extending one arm behind his/her back and the other arm behind his/her lower thighs. Have the student perform a backward dive with assistance. Emphasize arching the back. Gradually reduce physical assistance.**

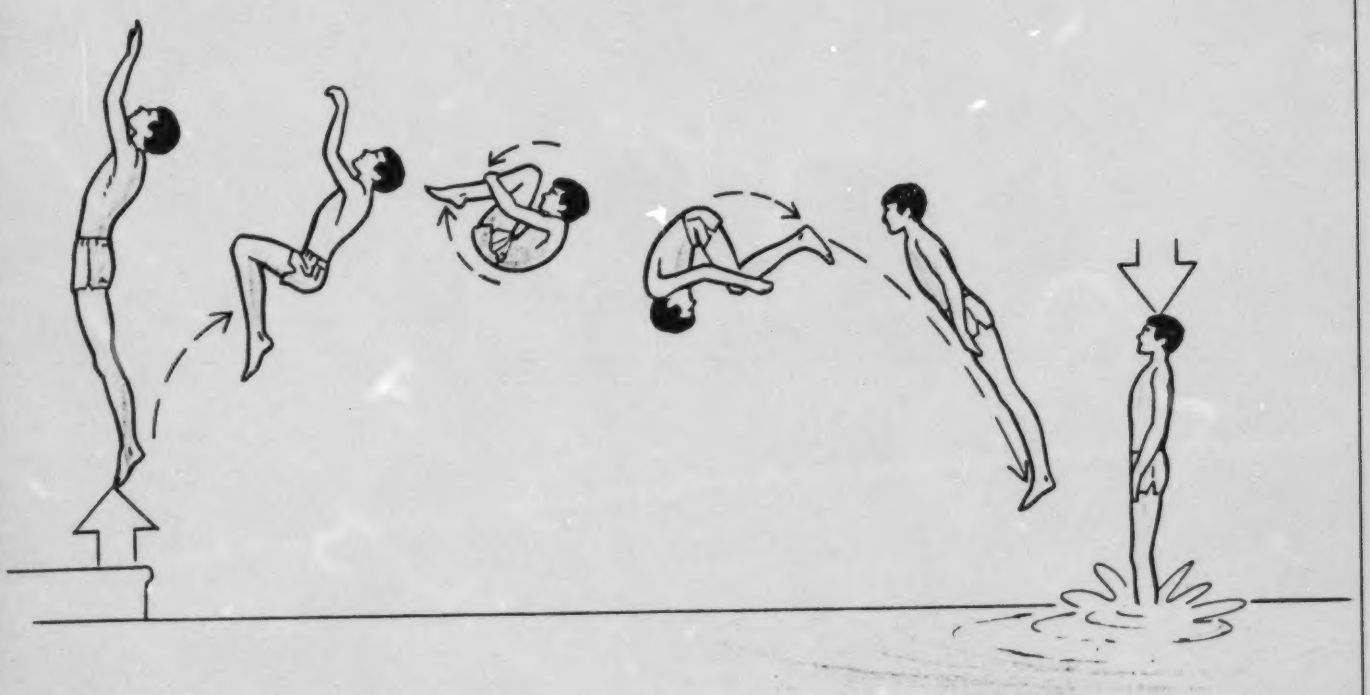
**3. The student will demonstrate a back somersault 2 out of 5 times.**

## TASK ANALYSIS

a. Stand on board with back to the water.
b. Position toes on the edge of the board while maintaining balance.
c. Flex and forcefully straighten knees, executing a high take-off.
d. Lean back slightly to begin rotation.
e. Draw knees to chest bringing feet up and back towards hips as hips begin to move upward.
f. Grasp shins and tilt head back slightly, sighting water and board.
g. Come out of rotation and release knees.
h. Extend legs with arms held close to sides with hands on thighs.
i. Enter water feet first with toes pointed.

## TEACHING SUGGESTIONS

- **Demonstrate a back somersault emphasizing body rotation, compact tuck and feet first entry.**



## 5.0 Given rules, demonstration and practice the student will execute the necessary skills to participate in swimming and diving activities safely.

### WATER SAFETY

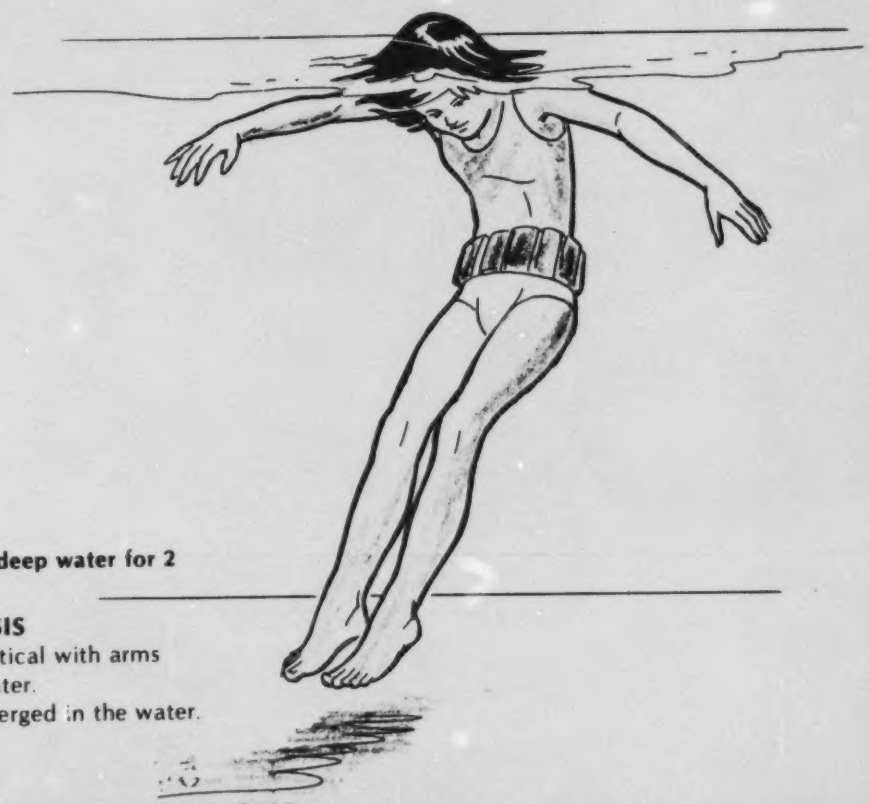
**1. Understand and adhere to swimming safety rules at all times.**

#### TASK ANALYSIS

a. Swim only when a lifeguard is on duty or when there is proper supervision.
b. Stand on a wet towel when doing activities on the deck.
c. Stay in shallow water unless supervised in deep water; identify depth markers.
d. Use buoyancy belts or other flotation devices if one is not a competent swimmer.
e. Be aware of the pool edge when performing the backstroke.
f. Do not horseplay in the pool area.
g. Listen to the instructor and the lifeguard always.
h. Never swim alone; swim with a partner.
i. Do not swim in the diving area.

#### TEACHING SUGGESTIONS

- **Discuss the importance of following safety rules and procedures. Point out potentially dangerous situations. Show pictures and have students tell what picture is an unsafe practice.**
- **Place a belt around the student so it is in the middle of his/her back. Have the student assume a jellyfish position, legs slightly bent, arms down and relaxed.**
- **Support the student by placing hand under his/her shoulder. Have the student take a breath and tuck in his/her chin. Adjust head so chin is tucked toward chest.**
- **Have the student place his/her hands on the edge of the pool in deep water. Have the student float so back is at the surface and legs are down. Have student take a breath, tuck in chin and put his/her face in the water.**
- **Place a belt around the student's waist. Have the student assume a vertical float position with his/her head in the water.**



**2. Demonstrate a vertical float in deep water for 2 minutes.**

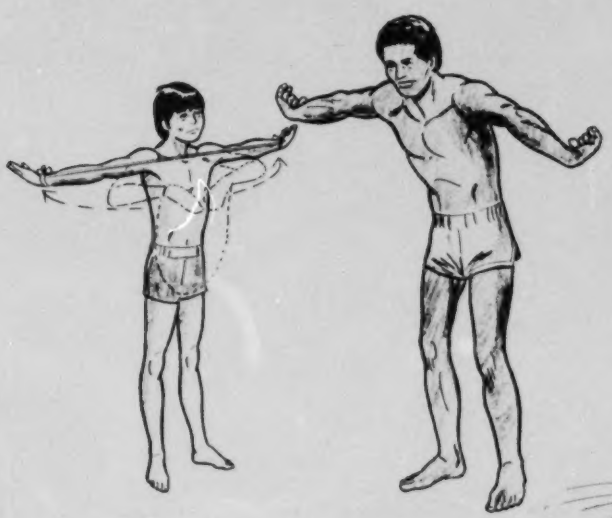
#### TASK ANALYSIS

a. Assume a position nearly vertical with arms and legs dangling in deep water.
b. Place head at least 2/3 submerged in the water.

**3. Demonstrate 5 strokes of sculling action in neck-deep water.**

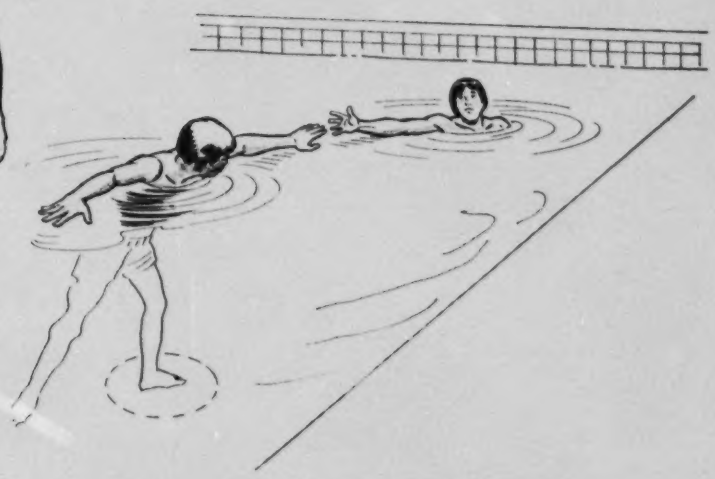
### TASK ANALYSIS

a. Stand in chest-deep water.
b. Put arms up even with chest.
c. Bend elbows so hands are in front of the body.
d. Move arms simultaneously out and then together at the body's midline.
e. Place thumbs down and push arms out.
f. Place thumbs up and pull arms in.
g. Execute sculling arm action independently in neck-deep water.



### TEACHING SUGGESTIONS

- **Hold on to the student's hand and elbow and move the arms into the proper position: elbows bent, arms positioned in front of and to sides of the body.**
- **While the student is standing in chest-deep water with arms out in front and to the sides of his/her body, take his/her hands and move the arms out to the side by straightening his/her elbow. Move both arms at the same time, out and in.**
- **Tie a string around both of the student's wrists so the string will straighten completely when arms move out. Have the student move his/her arms out so the string is straight and then bent.**
- **While standing in chest-deep water, take the student's hands and turn his/her thumbs down; push water outward as arms move out. Turn hands so thumbs are up and pull hands back together.**
- **Guide the student's hands and arms through the correct sculling action.**



**4. Demonstrate basic water safety skills.**

### TASK ANALYSIS

a. Maintain a balanced and safe position during a reaching assist.
b. Wade into the pool at a safe depth, maintaining balance and a safe position in relation to the victim.
c. Locate and utilize equipment in the immediate pool area for effective rescue; throw a ring buoy.

### TEACHING SUGGESTIONS

- **For demonstration, position oneself improperly so that a student may pull you into the water.**
- **Demonstrate proper wading assist position.**
- **If a student has difficulty releasing the coiled line, the line may be dropped onto the deck, if it can be thrown without tangling. If the student cannot effectively throw a ring buoy, he/she should be encouraged to perform a reaching assist when appropriate or to get help if a reaching assist is inappropriate.**

**5. Tread water in deep water for 2 minutes.**

### TASK ANALYSIS

a. Assume vertical position in deep water.
b. Hold on to the pool edge with the left hand.
c. Scull with the right hand and kick (flutter or wedge kick).
d. Reverse the above, holding on to the pool edge with the right hand and sculling with the left hand.
e. Release the supporting hand from the pool edge and perform a sculling arm motion with both arms combined with a functional kick.
f. Breathe evenly.

### TEACHING SUGGESTIONS

- **Have the student hold on to the edge, scull with one hand and kick, then let go of the edge and scull with both hands. Reassure the student that the edge can be grabbed if needed.**
- **Have students sing while treading water. Singing while in the water makes skill less tiresome.**
- **Have the student practice treading water and breathing to the sound of a drum.**

**6. Demonstrate the survival float arm action on land with 100% accuracy.**

### TASK ANALYSIS

a. Assume standing position on the deck.
b. Bend at the waist with the arms pointed down.
c. Look at the floor.
d. Raise the arms in front of the head to shoulder level slowly, without lifting the head.
e. Lower arms and stand up.

### TEACHING SUGGESTIONS

- **Have the student stand on the deck, bending at the waist (arms pointing to the floor). His/her head should be down, with his/her eyes on the floor. Slowly raise the student's arms to shoulder level, in front of his/her head, keeping the head down.**
- **Have the student stand on the deck, bending at the waist. His/her arms should be up, even with the shoulders. Take the student's hands and push the arms down toward the feet, slightly bending the elbows. The student should stand up and lift his/her head as arms are lowered.**

**7. Demonstrate the survival float arm action with face submerged in the water.**

### TASK ANALYSIS

a. Float on the stomach.
b. Bend at the waist, letting arms and legs dangle.
c. Take a breath, tuck chin and submerge face in the water.
d. Slowly raise arms to the surface of the water in front of the head.
e. Lower arms with elbows slightly bent and stand up.

### TEACHING SUGGESTIONS

- **Support student by placing the hand under the student's shoulder. Have the student take a breath and tuck in his/her chin. Adjust head so chin is tucked toward chest, head is in the water.**
- **Have the student place hands on edge of pool in shoulder-deep water. Have student float so back is up at the surface. Legs are down. Student takes a breath, tucks in chin and puts face in the water.**
- **Place a buoyancy belt around the student's waist. Have the student assume a vertical float position with head in the water.**
- **Place a buoyancy belt around the student's waist. Press the arms down toward the feet, slightly bending the elbows. Have student stand up and lift his/her head as he/she begins to lower the arms.**
- **Have the student stand in chest-deep water, bending at the waist, and pointing arms to the bottom. Have student bend his/her head down with eyes on the feet. Have the student slowly raise his/her arms to the water surface and keep head down.**
- **Place a buoyancy belt around the student's stomach. Have the student bend at the waist with the arms pointed down. Have the student raise his/her arms to the surface of the water.**
- **Demonstrate the survival float arm action with face submerged. Emphasize slowly raising arms to surface in front of head.**
- **Have the student stand in chest-deep water, bending at the waist. The arms should be at water surface level. Press the student's arms down toward the feet, slightly bending the elbows. The student should stand up and lift the head as the arms are lowered.**

**8. Demonstrate the survival float arm action with breathing.**

### TASK ANALYSIS

a. Breathe out when head comes out of the water.
b. Breathe in at the height of the upward movement (vertical standing position).
c. Look up and breathe in during the time the head is above water.
d. Execute smooth integration of the head and neck motion, breathing and arm action.

### TEACHING SUGGESTIONS

- **Demonstrate the survival float arm action with breathing. Emphasize exhaling as the mouth is emerging and quickly inhaling at the height of the upward movement. Face the student so a clear view is available. Note: student should maintain full lung capacity during the time the head is submerged.**
- **Have the student stand in neck-deep water with arms down. Place the student's head and neck in the proper position for inhaling.**

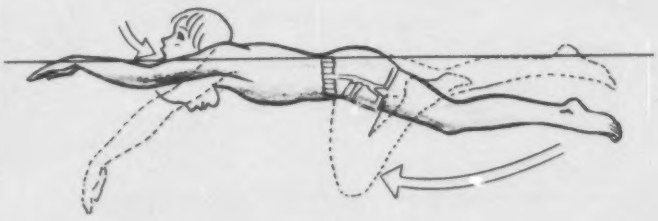
**9. Demonstrate the survival float for 5 minutes in deep water.**

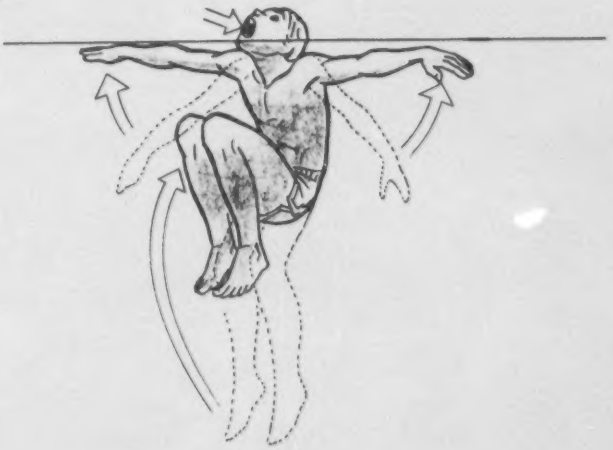
### TASK ANALYSIS

a. Assume a prone floating position with legs dangling.
b. Raise arms.
c. Bring heels up to buttocks.
d. Stretch legs out.
e. Kick and bring arms down.
f. Lift head up out of the water, exhale and inhale.
g. Repeat combined survival float actions for 2 minutes.

### TEACHING SUGGESTIONS

- **Place a buoyancy belt around the student's waist. Have the student assume a prone floating position with legs dangling. Practice the kick in a vertical position.**
- **Have student place arms at the top of the surface. Have student kick while lowering arms. Have student lift his/her head up, exhale and inhale.**
- **Have student assume a prone float with arms and legs dangling. As arms raise, legs are bent with heels at seat.**
- **Have students scatter in deep water or chest-deep water. Move around in the water and command students to scull, kick, float and survival float. Be sure all the students notice the correct movement and then copy it.**





### DRILLS

**Tread Tag**—Players swim about in deep water, with one player designated as "it". A player may be tagged while swimming and before he/she begins to tread water. If a player is tagged while not treading water, he or she becomes "it."

**Still Pond**—This is a game for 5 to 20 players to develop floating and treading skills. Have "it" stand at one side of the pool and cover his/her eyes with hands. When eyes are covered all other players start to swim the length of the pool. "It" counts aloud from 1 to 10, then says, "Still pond—no more moving.", and then opens his eyes. When he looks up, everyone should be floating motionless—anyone seen moving is sent back to the starting point. The game is continued until all have swum the length of the pool. Variations can include specific floats, treading, sculling, or other skills instead of motionless floating.

**Disrobing Race**—Swim with clothes on to some designated point; disrobe as fast as possible and swim back to starting point. A variation requires players to disrobe—dress—disrobe and the next to dress—disrobe—dress, continuing in this manner until all have had a turn. Several sets of clothes are needed for each team.

# DIVING SAFETY—LEVEL II

**1. The student will understand and adhere to diving safety rules at all times.**

### TASK ANALYSIS

a. Dive only when a lifeguard is on duty and there is proper supervision.
b. Stand on a wet towel when doing activities on the deck.
c. Allow only one person on the board at a time.
d. Wait for the diving area to be clear of swimmers before diving.
e. Check to make sure the board is secured tightly.
f. Do not horseplay on the diving board.
g. Always listen to the instructor and the lifeguard.
h. Never dive alone.
i. Remember ability level. Do not try new dives without proper instruction.
j. Do not dive off high boards or platforms unless instructor is present.

**2. The student will demonstrate basic water safety skills.**

### TASK ANALYSIS

a. Maintain a balanced and safe position during a reach assist.
b. Wade into the pool at a safe depth, maintaining balance and in a safe position in relation to the victim.
c. Locate and utilize equipment in the immediate pool area for effective rescue; throw a ring buoy.

**3. Exhibit competitive effort 75% of the time.**

### TASK ANALYSIS

a. Put forth maximum effort during diving competition.
b. Perform dives without hesitation.
c. Perform diving routine.
d. Remember own ability; perform only dives able to execute correctly and safely.

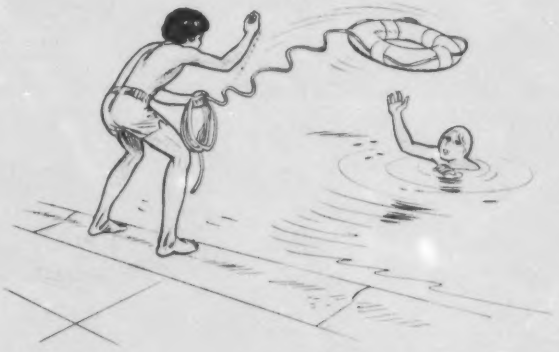
**4. Exhibit fair play at all times.**

### TASK ANALYSIS

a. Do not consistently infringe the rules of the diving meet.
b. Be patient and do not hurry preceding diver.
c. Demonstrate good sportsmanship.
d. Obey all safety rules.
e. Do not distract other divers performing.

### TEACHING SUGGESTIONS

- **Discuss the importance of following safety rules and procedures. Point out potentially dangerous situations. Show pictures and have students tell what's an unsafe practice shown in the picture.**
- **For demonstration, position oneself improperly so that a student may pull you into the water.**
- **Demonstrate proper wading assist position.**
- **If a student has difficulty releasing the coiled line, the line may be dropped onto the deck, if it can be thrown without tangling. If the student cannot effectively throw a ring buoy, he/she should be encouraged to perform a reaching assist when appropriate or to get help if a reaching assist is inappropriate.**



### TEACHING SUGGESTIONS

- **Conduct a mini-diving meet among classes.**

### TEACHING SUGGESTIONS

- **Discuss diving etiquette: helping other divers out of the pool when they are tired; avoiding horseplay in the pool; walking, not running on the deck; congratulating and encouraging other divers; clearing the diving area immediately after a dive; not making the following diver wait.**
- **Give sportsmanship award or tokens after each game or class.**
- **Always commend students when they demonstrate good sportsmanship.**

## 6.0 While participating in swimming and diving the student will exhibit good sportsmanship with teammates and opponents at all times.

**1. Exhibit competitive effort 75% of the time.**

**TASK ANALYSIS**

a. Put forth maximum effort during swimming.
b. Anticipate start of race.
c. Swim in lane and finish race.

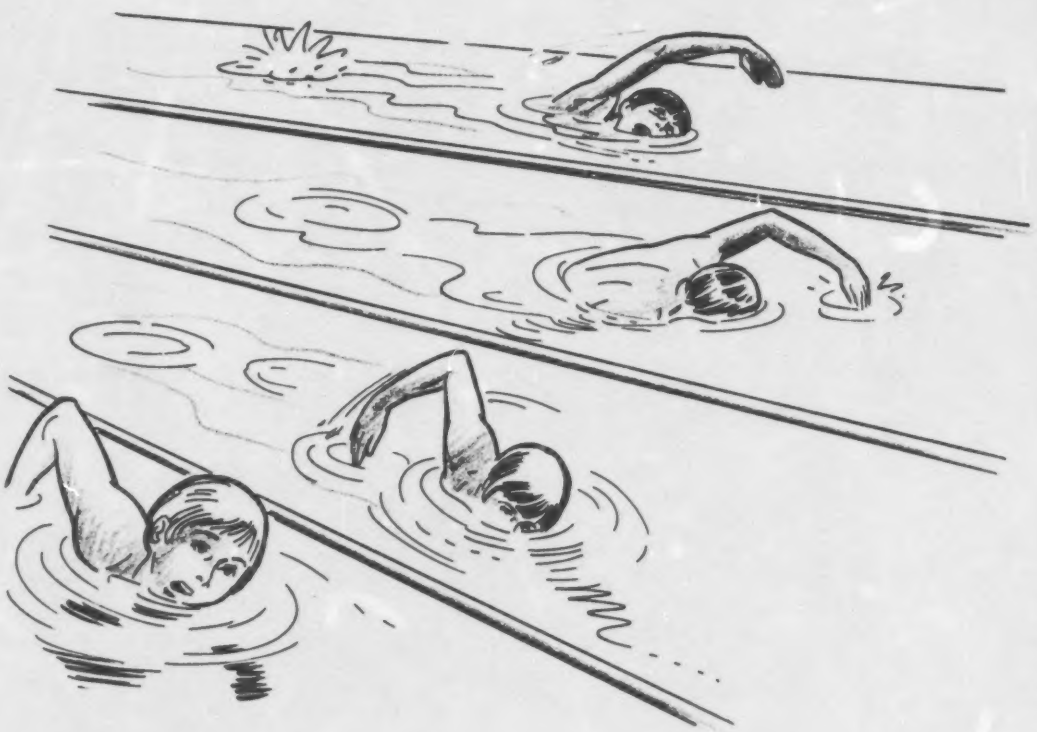
**2. Exhibit fair play at all times.**

**TASK ANALYSIS**

a. Do not consistently infringe the rules of the swim meet.
b. Do not obstruct the swimming lane of another swimmer.
c. Demonstrate good sportsmanship.
d. Obey all safety rules.

**TEACHING SUGGESTIONS**

- **Conduct a mini-swim meet among classes.**
- **Discuss swimming etiquette: helping other swimmers out of the pool when they are tired; avoiding horseplay and dunking in the pool; walking, not running, on the deck; congratulating and encouraging other swimmers.**
- **Give sportsmanship award or tokens after each game or class.**
- **Always commend students when they demonstrate good sportsmanship.**



# MODIFICATIONS AND ADAPTATIONS

The focus of this Swimming and Diving guide is to assist all students to function at their maximum performance level. Achieving this goal can be facilitated through the Individual Education Program (IEP). Realistic goals and objectives should be developed that present a challenge but do not force the student into experiences loaded with failure. To provide positive experiences means that many handicapped students will require instructional activities that are adapted to their particular needs. Some examples of activity adaptations include:

### MODIFYING THE RULES OF AN ACTIVITY

This can be accomplished in several ways. Special Olympians are often denied the experience of the event because of the frequent stops due to rule infractions. Therefore, teachers should not be reluctant to modify the rules (e.g., wearing flotation devices) as long as the major objective of the event (i.e., finishing the race) is not disturbed.

### ACCOMMODATING THE STUDENT'S SPECIAL NEEDS

Distance of races may be lowered for Special Olympians with orthopedic impairments. A directional sounding device can be used to aid visually impaired students swimming the race.

### ENCOURAGING CREATIVITY

Teachers can structure lessons so that students are asked to respond to challenging questions such as "Can you swim across the pool?", "How far can you glide?", "Can you show me two ways of entering the pool?"

Such an approach permits students with various levels of ability to respond in ways that allow for success. Obviously, variations in response to these commands would be apparent from student to student depending on the level of ability and severity of impairment.

### REDUCING SWIMMING DISTANCE

Special Olympians with gross motor deficits and/or associated disorders with movement limitations will benefit from activities in which their swimming distance is reduced. Swimming the width of the pool could be substituted for the official 25 meter distance. Adaptations such as this permit an equalizing of ability based on students' movement capabilities.

### CHANGING THE METHOD OF COMMUNICATION

Students sometimes require communication systems that are specific to their needs. For example, verbally explaining a task may not match up well with some students' information processing systems. Information which is more specific might be provided in other ways. The instructor or peer teacher, for example, could simply demonstrate the sports skill. Also, a student could be permitted to "feel" the skill by holding onto the teacher's arms as the instructor demonstrates a skill such as the front crawl stroke. Some students may need not only to hear or see a skill, but also to read a description of the skill. This need can be met for poor or non-readers through the use of a poster board to which stick figures are attached to show the sequence necessary for a skill like the front dive.

### MODIFICATION EQUIPMENT

Successful participation in sports for some handicapped students requires equipment which has been modified to their particular needs. Requests for purchase or construction of equipment can now be facilitated through the Individualized Education Program. If special equipment is necessary to help a student progress in physical education, then it should be identified at the IEP meeting and included on the IEP form. Fortunately, special equipment is usually not expensive and is possible to make.

### ADAPTATIONS

More specific swimming adaptations for associated impairments are listed below:

**ORTHOPEDIC IMPAIRMENTS**

Use flotation aids (bubbles, kickboards, swim vests, etc.)
Shorten swimming distances.
Use electric lifts, sliding boards, or towel lift.

**AUDITORY IMPAIRMENTS**

Use flag or hand signals for start.
Use sign language accompanied by verbalization.
Make eye contact necessary for communication.

**VISUAL IMPAIRMENTS**

Use flotation aids.
Use brightly colored lanes to mark off swimming area or lanes.
Swim with a partner.
Use directional sound devices.

More specific diving adaptations for associated impairments are listed below:

**ORTHOPEDIC IMPAIRMENTS**

**Use pool edge for diving.**
**Lower board height.**

**VISUAL IMPAIRMENTS**

**Use brightly colored lifelines to mark the diving area.**
**Use a partner to escort to the end of the diving board.**
**Paint the end of the board with a bright color.**
**Use pool edge and spotter.**
**Tell student out loud how many steps until the end of the board.**
**Lower board height.**

## MODIFICATIONS

1. **Breath Control Race**
   a. **Equipment:**
      - 25 meter pool, ping pong balls, lane markers, whistle, hula hoops

   b. **Set-Up:**
      - Mark lanes
      - Use lane markers for visible finish line 4.57 meters from the side of the pool.
      - Put hula hoops down on pool floor to serve as starting blocks.

   c. **Rules:**
      - Participant may not use hands.
      - Participant starts from standing position inside the hula hoop.
      - Ping pong ball is placed in front of him and starting command is given.
      - Participant will use only their breath to blow the ping pong ball across the finish line.

   d. **Score:**
      - Participant shall be timed for the period it takes for the participant to blow the ping pong ball 4.57 m across the finish line.
      - Participant does not have to cross the finish line.

2. **Dive and Score**
   a. **Equipment:**
      - Wading pool at least 1 meter deep.
      - 5 weighted flowers or other weighted colorful objects.
      - Hula hoop
      - Whistle
      - Receptacles for each lane (to hold weighted objects).

   b. **Set-up:**
      - Hula hoop rests on the floor of the pool with the 5 weighted objects inside the hoop.

   c. **Rules:**
      - Participant must be out of arms reach of hula hoop.
      - Following the starting signal the participant must reach under water by putting at least his face and arm in the water and retrieve the objects one at a time.
      - The stages for each participant will hold a receptacle to retrieve the objects from the participant.

   d. **Score:**
      - The participant will be timed for the duration of the retrieval process for all 5 objects.
      - The clock will stop when the last object is released by the participant.
      - There must be at least 3 participants per division.

3. **15 Meter Walking/Bobbing Race (in no deeper than 1 m of water)**
   a. **Equipment:**
      - Pool
      - Lane markers
      - Inner tubes or ring buoys
      - Whistle
      - Finish line marker

   b. **Set-up:**
      - Lanes marked minimum of 1 meter apart.
      - Finish line marked 15 meters from starting side of pool.
      - Use hula hoops resting on pool floor as starting blocks.

   c. **Rules:**
      - Participant starts from a standing position inside the hula hoop.
      - Participant advances by walking, bobbing, running through the water. Hands and arms may be utilized in any helping manner.

   d. **Scoring:**
      - Participants are timed for a distance of 15 meters.

4. **25 Meter Tube Freestyle**
   a. **Equipment:**
      - Whistle
      - Lane markers
      - Finish line marker

- Tubes or plastic flotation rings for each lane
- Hula hoops for each lane

**b. Set-up:**
- Put hula hoops on pool floor to serve as starting blocks at least 1.5 meters apart.
- Marker lanes

**c. Rules:**
- Plastic flotation rings or inner tubes may be used in the same race.
- Participant must start from inside the hula hoop in a standing position.
- The participant's tube or one or both hands must touch the side of the pool to finish.

**d. Scoring:**
- The participant will be timed for the distance of 25 meters.

**5. 15 Meter Flutter Board/ Kickboard Roller Freestyle**

**a. Equipment:**
- Whistle
- Hula hoop
- Lane marker
- Flutter boards and kickboard roller (min. of 3 each)

**b. Set-Up:**
- Mark lane min. of 1.5 meters apart
- Put hula hoop on pool floor to serve as starting block.

**c. Rules:**
- Start from a standing position, holding board or roller.
- Participant will advance by kicking until he/she touches pool side with hands.
- Traveling the side of the pool with a flutter board or a kick board roller does not count. Participant must touch pool side with one or two hands.

**d. Scoring:**
- Participant will be timed for a distance of 15 meters.

**6. 15 Meter Personal Flotation Device**

**a. Equipment:**
- P.F.D. Type I, II, or III
- Whistle
- Water wings
- Back bubble
- Lane markers
- Hula hoops for each lane

**b. Set-up:**
- Put hula hoops on pool floor to serve as starting blocks.
- Mark lanes a minimum of 1.5 meters apart.

**c. Rules:**
- Participant shall start in a standing position from inside the hula hoop.
- The participant shall advance for 15 meters using the flotation device of his/her choice.
- The participant must touch the side of the pool with one or two hands to finish.

**d. Scoring:**
- Participant will be timed for a distance of 15 meters.

# INFUSION CHART

| | |
|---|---|
| ARTS | Chooses and designs team insignia and mascot.<br>Makes felt figures used on the flannel board.<br>Makes pennants for swim meets.<br>Makes water safety picture book. |
| SCIENCE | Understands why body goes faster when legs are kicked harder and arms stroke faster.<br>Understands why body floats in water.<br>Judges the depth of water when jumping/diving in.<br>Identifies the parts of the body specific to performing different strokes. |
| INDUSTRIAL ARTS | Constructs a rescue board.<br>Constructs a simple flannel board for swimming instruction.<br>Constructs a lifeline. |
| MATHEMATICS | Keeps time of swimming event.<br>Counts the number of strokes.<br>Measures the distance in swimming layouts. |
| HOME ECONOMICS | Dresses appropriately for swimming.<br>Mends and hems swim suit. |
| HEALTH | Practices safety skills when swimming.<br>Knows the basic first aid for minor injuries (scrapes, scratches, sunburn).<br>Uses sun screens, tanning lotion when swimming in direct sunlight.<br>Swims in appropriate weather. |
| PHYSICAL EDUCATION | Performs warm-up exercises.<br>Understands and demonstrates the rules and skills of swimming.<br>Practices refining swimming and water safety skills.<br>Recognizes the leisure value of swimming. |
| READING/LANGUAGE | Reads the safety rules.<br>Increases vocabulary through usage of swim terms.<br>Listens to instructions and follows directions.<br>Expresses himself/herself during swimming (cheers, encourages).<br>Reads and listens to instructions for swimming. |
| SOCIAL STUDIES | Identifies and locates neighborhood facilities where swimming can take place.<br>Participates in the establishment of rules for recreational or competitive swimming. |

# TERMINOLOGY AND RESOURCES

## SWIMMING

**Back Stroke**
Functional alternating arm stroke on back using flutter kick.

**Beginner's Stroke**
Crawl stroke performed with arms under water (dog paddle).

**Float**
Maintain buoyancy above surface of water while holding breath.

**Flutter Kick**
Alternating up and down movement of the legs.

**Front Stroke**
Functional alternating arm stroke on stomach using flutter kick.

**Glide**
Maintaining body position at or near a horizontal position.

**Rhythmic Breathing**
Inhale and exhale on a comfortable basis in any face-down stroke.

**Water Safe**
Relatively safe in deep water for a short period of time.

## DIVING

**Approach**
Smooth, straight, 3-step approach.

**Entry**
Vertical entry of body into water (feet first and head first)

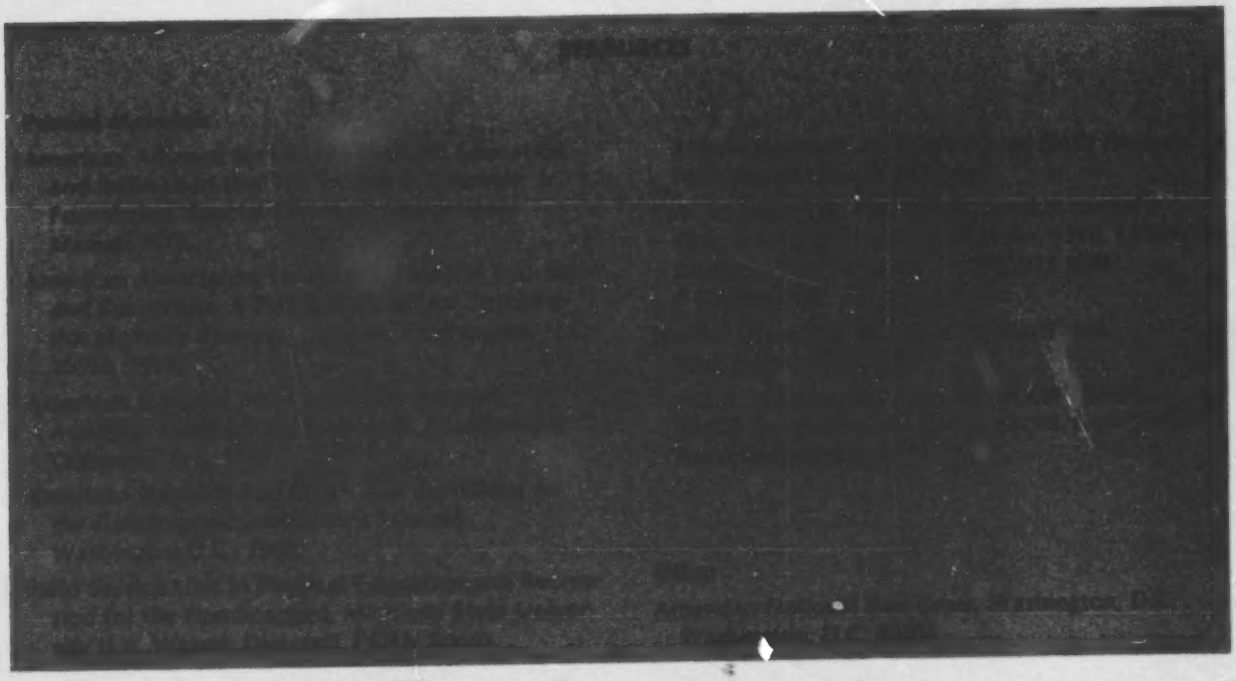
**Flight**
Passage of body through the air.

**Layout**
Body straight with legs extended and toes pointed.

**Pike**
Body bent at hips, legs straight at the knees and toes pointed.

**Takeoff**
Spring off board off both feet.

**Tuck**
Body bunched with knees together, hands on the lower legs and toes pointed.



# SKILL SHEETS/SWIMMING

**Instructions**

The Skill Sheets have been designed to record each student's sports skills performance throughout the program. The vertical top boxes identify the specific tasks to be accomplished. Each box to the right of the Special Olympian's name includes a blank for the instructor to fill in the standard of success for each student based on his/her ability and the task to be performed. The standard, whether in distance, time or repetitions, reflects how well the student must execute the desired skill. You as the instructor are the one to determine each student's level of acceptable performance. Encourage your students to fill out the chart after each training session. See example on the following page.

## WATER ADJUSTMENT SKILL SHEET

| NAME | Walks around pool area. | Sits on the edge of the pool. | Sits on the edge of the pool and kicks | Walks across the pool holding onto the side with one hand. | Walks across pool with instructor | Walks across the pool alone. | Participates in group activities in pool. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Bill | 40 % | 10 min. | 15 min. | 10 meters | 20 meters | 20 meters | 70 % | | | |
| Sue | 45 % | 8 min. | 20 min. | 18 meters | 15 meters | 12 meters | 75 % | | | |
| | % | min. | min. | meters | meters | meters | % | | | |
| | % | min. | min. | meters | meters | meters | % | | | |
| | % | min. | min. | meters | meters | meters | % | | | |
| | % | min. | min. | meters | meters | meters | % | | | |

SAMPLE

## WATER ADJUSTMENT SKILL SHEET

| NAME | Walks around pool area. | Sits on the edge of the pool. | Sits on the edge of the pool and kicks | Walks across the pool holding onto the side with one hand. | Walks across pool with instructor | Walks across the pool alone. | Participates in group activities in pool. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | % | min. | min. | meters | meters | meters | % | | | |
| | % | min. | min. | meters | meters | meters | % | | | |
| | % | min. | min. | meters | meters | meters | % | | | |
| | % | min. | min. | meters | meters | meters | % | | | |
| | % | min. | min. | meters | meters | meters | % | | | |
| | % | min. | min. | meters | meters | meters | % | | | |

## WATER SAFETY SKILL SHEET

| NAME | Identifies swimming boundaries. | Understands and identifies pool safety rules. | Identifies safety equipment. | Demonstrates a vertical float in deep water for 2 minutes | Bobs in neck-deep water. | Performs sculling action with one arm and other arm holding onto pool edge. | Performs sculling action with arms. | Treads water. | Performs survival float in deep water. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | % | % | % | sec. | sec. | sec. | sec. | sec. | sec. | |
| | % | % | % | sec. | sec. | sec. | sec. | sec. | sec. | |
| | % | % | % | sec. | sec. | sec. | sec. | sec. | sec. | |
| | % | % | % | sec. | sec. | sec. | sec. | sec. | sec. | |
| | % | % | % | sec. | sec. | sec. | sec. | sec. | sec. | |
| | % | % | % | sec. | sec. | sec. | sec. | sec. | sec. | |

## WATER ENTRY SKILL SHEET

| NAME | Enters pool using stairs with assistance. | Enters pool using stairs without assistance. | Slides into pool from pool edge. | Jumps into shallow end. | Jumps into deep end. | Performs a sitting front dive. | Performs a kneeling front dive with assistance. | Performs a kneeling front dive without assistance. | Performs a standing one-leg front dive. | Performs a standing front dive. |
|---|---|---|---|---|---|---|---|---|---|---|
| | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. |
| | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. |
| | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. |
| | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. |
| | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. |
| | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. | reps. |

## PRONE FLOAT SKILL SHEET

| NAME | Attempts to float on stomach. | Floats on stomach with assistance (buoyancy belt). | Floats on stomach with instructor's assistance. | Performs a prone float. | Performs a prone float and recovers to standing position. | Performs a prone glide. | Performs a prone glide with a flutter kick. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | meters | sec. | sec. | sec. | % | meters | meters | | | |
| | meters | sec. | sec. | sec. | % | meters | meters | | | |
| | meters | sec. | sec. | sec. | % | meters | meters | | | |
| | meters | sec. | sec. | sec. | % | meters | meters | | | |
| | meters | sec. | sec. | sec. | % | meters | meters | | | |
| | meters | sec. | sec. | sec. | % | meters | meters | | | |

## FRONT CRAWL SKILL SHEET

| NAME | Makes an attempt to swim on front. | Performs front crawl stroke in waist-deep water with swimming aid. | Performs front crawl stroke in waist-deep water. | Performs front crawl stroke using a flutter kick a distance of: | Performs front crawl stroke with periodic breathing a distance of: | Performs coordinated front crawl stroke with rhythmic breathing a distance of: | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |

## BACK CRAWL SKILL SHEET

| NAME | Makes an attempt to swim on back. | Performs back crawl stroke in waist-deep water. | Performs back crawl stroke in waist-deep water with swim aid (buoyancy belt). | Performs back crawl stroke independently. | Performs back crawl using a flutter kick a distance of: | Performs coordinated back crawl stroke a distance of: | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |

## BACK FLOAT SKILL SHEET

| NAME | Floats on back with instructor's assistance. | Floats on back with assistance (buoyancy belt). | Performs a back float. | Performs a back float and recovers to standing position. | Performs a back glide with swim aid (buoyancy belt). | Performs a back glide. | Performs a back glide with a flutter kick. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | sec. | sec. | sec. | % | meters | meters | meters | | | |
| | sec. | sec. | sec. | % | meters | meters | meters | | | |
| | sec. | sec. | sec. | % | meters | meters | meters | | | |
| | sec. | sec. | sec. | % | meters | meters | meters | | | |
| | sec. | sec. | sec. | % | meters | meters | meters | | | |
| | sec. | sec. | sec. | % | meters | meters | meters | | | |

## KICKING SKILL SHEET

| NAME | Kicks legs with instructor's assistance. | Kicks legs using a bilateral movement while holding onto poo. gutter/side. | Propels kickboard using the flutter kick with instructor's assistance. | Propels kickboard independently. | Performs wedge kick with instructor's assistance. | Propels kickboard using wedge kick. | Performs scissors kick with instructor's assistance. | Propels kickboard using scissors kick. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | sec. | sec. | meters | meters | meters | meters | meters | meters | | |
| | sec. | sec. | meters | meters | meters | meters | meters | meters | | |
| | sec. | sec. | meters | meters | meters | meters | meters | meters | | |
| | sec. | sec. | meters | meters | meters | meters | meters | meters | | |
| | sec. | sec. | meters | meters | meters | meters | meters | meters | | |
| | sec. | sec. | meters | meters | meters | meters | meters | meters | | |

## SIDE STROKE SKILL SHEET

| NAME | Performs a scissors kick while holding onto a kickboard. | Performs a scissors kick in waist-deep water with instructor's assistance. | Performs side stroke-kick in waist-deep water with instructor's assistance. | Performs side stroke using a scissors kick a distance of: | Performs side stroke with rhythmic breathing for a distance of: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | meters | meters | meters | meters | meters | | | | | |
| | meters | meters | meters | meters | meters | | | | | |
| | meters | meters | meters | meters | meters | | | | | |
| | meters | meters | meters | meters | meters | | | | | |
| | meters | meters | meters | meters | meters | | | | | |
| | meters | meters | meters | meters | meters | | | | | |

## BREAST STROKE SKILL SHEET

| NAME | Demonstrates wedge while holding onto a kickboard. | Performs breast stroke in waist-deep water with swimming aid (buoyancy belt). | Performs breast stroke in waist-deep water. | Performs breast stroke using a wedge kick a distance of: | Performs breast stroke with periodic breathing for a distance of: | Performs coordinated breast stroke with rhythmic breathing a distance of: | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |
| | meters | meters | meters | meters | meters | meters | | | | |

DATE _____

## Sports Skills Assessment Record Sheet

| | PREVIOUS EXPERIENCE | | LEVEL OF ACHIEVEMENT | | | | | | LEVEL OF INDEPENDENCE | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | HAS PARTICIPATED | NEVER PARTICIPATED | BEGINNER | ROOKIE | WINNER | CHAMP | SUPER CHAMP | SUPERSTAR | NEED PHYSICAL ASSISTANCE | NEEDS DEMONSTRATION | RECEIVES VERBAL ASSISTANCE | RECEIVES NO HELP |
| NAME | | | 0-10 | 11-20 | 21-30 | 31-40 | 41-50 | 51-60 | | | | |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |
| _____ | 1 | 2 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 1 | 2 | 3 | 4 |

# SKILL SHEETS/DIVING

**Instructions**

The Skill Sheets have been designed to record each student's sports skills performance throughout the program. The vertical top boxes identify the specific tasks to be accomplished. Each box to the right of the Special Olympian's name includes a blank for the instructor to fill in the standard of success for each student based on his/her ability and the task to be performed. The standard, whether in distance, time or repetitions, reflects how well the student must execute the desired skill. You as the instructor are the one to determine each student's level of acceptable performance. Encourage your students to fill out the chart after each training session. See example on the following page.

## FRONT DIVE SKILL SHEET

| NAME | Demonstrates a sitting front dive. | Performs a kneeling front dive with assistance. | Performs a kneeling front dive without assistance. | Demonstrates a standing one-leg front dive. | Demonstrates a standing front dive. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Bill | 4 reps | 4 reps | 6 reps | 2 reps | 4 reps | | | | | |
| Sue | 2 reps | 3 reps | 2 reps | 0 reps | 0 reps | | | | | |
| | reps | reps | reps | reps | reps | | | | | |
| | reps | reps | reps | reps | reps | | | | | |
| | reps | reps | reps | reps | reps | | | | | |
| | reps | reps | reps | reps | reps | | | | | |

SAMPLE

## FRONT DIVE SKILL SHEET

| NAME | Demonstrates a sitting front dive. | Performs a kneeling front dive with assistance. | Performs a kneeling front dive without assistance. | Demonstrates a standing one-leg front dive. | Demonstrates a standing front dive. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |

## APPROACH SKILL SHEET

| NAME | Jumps into pool off pool edge. | Stands and steps into pool off diving board. | Jumps in pool using a one-step approach. | Performs a forward dive using a one-step approach. | Jumps in pool using a step approach. | Performs a forward dive using a three-step approach. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | reps. | reps. | reps. | reps. | reps. | reps. | | | | |
| | reps. | reps. | reps. | reps. | reps. | reps. | | | | |
| | reps. | reps. | reps. | reps. | reps. | reps. | | | | |
| | reps. | reps. | reps. | reps. | reps. | reps. | | | | |
| | reps. | reps. | reps. | reps. | reps. | reps. | | | | |
| | reps. | reps. | reps. | reps. | reps. | reps. | | | | |

## BACKWARD DIVE SKILL SHEET

| NAME | Makes no attempt to perform a backward dive. | Jumps backwards into pool. | Performs a standing backward dive from pool edge. | Performs a back dive off a diving board. | Performs a back somersault. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |

## ADVANCE FRONT DIVE SKILL SHEET

| NAME | Performs a forward dive in a lay-out position using a one-step approach. | Performs a forward dive in a lay-out position using a three-step approach. | Jumps to pike position, touching and entering water feet first. | Performs a forward dive in a pike position using a three-step approach. | Performs a forward somersault. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |
| | reps. | reps. | reps. | reps. | reps. | | | | | |

## DIVING PARTICIPATION SKILL SHEET

| NAME | Shows an understanding of the sport of diving. | Identifies diving boundaries. | Demonstrates diving etiquette. | Executes a diving routine. | Originates and performs own diving routine. | Dives cooperatively and competitively. | Follows safety rules for diving. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | reps. | reps. | reps. | reps. | reps. | reps. | reps. | | | |
| | reps. | reps. | reps. | reps. | reps. | reps. | reps. | | | |
| | reps. | reps. | reps. | reps. | reps. | reps. | reps. | | | |
| | reps. | reps. | reps. | reps. | reps. | reps. | reps. | | | |
| | reps. | reps. | reps. | reps. | reps. | reps. | reps. | | | |
| | reps. | reps. | reps. | reps. | reps. | reps. | reps. | | | |

DATE _____

## Sports Skills Assessment Record Sheet

| NAME | PREVIOUS EXPERIENCE: HAS PARTICIPATED | PREVIOUS EXPERIENCE: NEVER PARTICIPATED | LEVEL OF ACHIEVEMENT: BEGINNER 0-10 | ROOKIE 11-20 | WINNER 21-30 | CHAMP 31-40 | SUPER CHAMP 41-50 | SUPERSTAR 51-60 | LEVEL OF INDEPENDENCE: NEED PHYSICAL ASSISTANCE | NEEDS DEMONSTRATION | RECEIVES VERBAL ASSISTANCE | RECEIVES NO HELP |
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| | 1 | 2 | | | | | | | 1 | 2 | 3 | 4 |
| | 1 | 2 | | | | | | | 1 | 2 | 3 | 4 |
| | 1 | 2 | | | | | | | 1 | 2 | 3 | 4 |
| | 1 | 2 | | | | | | | 1 | 2 | 3 | 4 |
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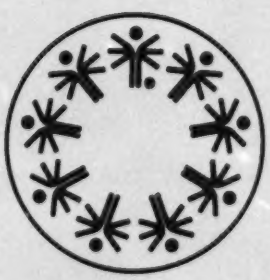

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